

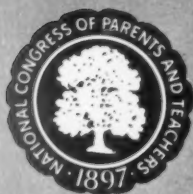
# *National Parent-Teacher*

THE P.T.A. MAGAZINE



January 1958

# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

*Membership  
of the National  
Congress  
of Parents and  
Teachers, as of  
April 15, 1957, is  
10,694,474*

## P. T. A. MEMBERSHIP BY STATES

Alabama.....	190,450	Louisiana.....	101,302	Pennsylvania.....	536,564
Arizona.....	72,571	Maine.....	28,276	Rhode Island.....	50,977
Arkansas.....	123,722	Maryland.....	169,007	South Carolina.....	89,067
California.....	1,632,798	Massachusetts.....	136,230	South Dakota.....	34,318
Colorado.....	155,916	Michigan.....	366,580	Tennessee.....	300,186
Connecticut.....	139,868	Minnesota.....	233,010	Texas.....	607,544
Delaware.....	30,651	Mississippi.....	78,354	Utah.....	98,305
D. C.....	44,157	Missouri.....	233,088	Vermont.....	22,710
Florida.....	294,053	Montana.....	32,927	Virginia.....	242,295
Georgia.....	230,892	Nebraska.....	67,024	Washington.....	214,030
Hawaii.....	69,337	Nevada.....	20,168	West Virginia.....	104,007
Idaho.....	51,960	New Hampshire.....	23,128	Wisconsin.....	135,032
Illinois.....	654,654	New Jersey.....	410,449	Wyoming.....	14,459
Indiana.....	243,986	New Mexico.....	39,387	Unorganized Territory..	17,475*
Iowa.....	145,632	New York.....	479,743	Total.....	10,694,474
Kansas.....	182,596	North Carolina.....	335,993		
Kentucky.....	170,490	North Dakota.....	40,834		
		Ohio.....	698,530		
		Oklahoma.....	172,014		
		Oregon.....	127,728		

\* Alaska was organized as a state branch April 24, 1957, with a membership of 6,336.

## CONCERNING CHANGE OF ADDRESS

Copies of *National Parent-Teacher: The P.T.A. Magazine* come to subscribers by second-class mail. If copies are not delivered because of wrong or incomplete address, changes of address, or other similar reasons, they are returned to the magazine office in Chicago at our expense. You can help us keep this item of expense to a minimum and at the same time assure delivery of the magazine to your home without delay by giving us your new address one month in advance.

## Subscription Blank

SUBSCRIPTION RATES  
\$1.25 a year—U.S. and possessions  
\$1.50 a year—Canada  
\$1.75 a year—Other countries

NAME

(Please Print)

STREET AND NUMBER

CITY, ZONE, AND STATE

ASSOCIATION

Send check or money order to **NATIONAL PARENT-TEACHER, 700 North Rush Street, Chicago 11, Illinois**

## 2-58

If these figures appear just below your name and address on the back cover of this issue of the magazine, your subscription will expire with the February issue. We suggest you renew now, to avoid delay in receiving the March 1958 *National Parent-Teacher*.

# National Parent-Teacher

VOLUME 52

NUMBER 5

THE P.T.A. MAGAZINE

Member of the



700 NORTH RUSH STREET • CHICAGO 11 • ILLINOIS

## Officers of the Magazine

Mrs. Newton P. Leonard, Chairman  
Mrs. Rollin Brown, Vice-chairman  
Mrs. L. W. Alston, Secretary  
Ralph H. Ojemann, Treasurer

## Directors

Mrs. L. W. Alston	John B. Gilliland
Mrs. Rollin Brown	Mrs. Newton P. Leonard
Mrs. Joel Burkitt	Ralph H. Ojemann
John S. Carroll	Mrs. James C. Parker
Mrs. Ruth Gagliardo	James H. Snowden
Mrs. C. Meredith Springer	

National Parent-Teacher: The P.T.A. Magazine is the official magazine of the National Congress of Parents and Teachers. All officers and directors are members of the Board of Managers of the National Congress. The directory of the Congress will be found on the inside back cover.

## Editorial Office

700 North Rush Street, Chicago 11, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

## Subscription Office

700 North Rush Street, Chicago 11, Illinois  
Eleanor Twiss, Business Manager  
Irene Tenneson, Assistant to the Business Manager  
John Conley, Circulation Manager

## Rates

\$1.25 a year—U.S. and possessions  
\$1.50 a year—Canada  
\$1.75 a year—Other countries  
Single copy—U.S. and possessions, 15 cents  
Single copy—Other countries, 20 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

The National Parent-Teacher is listed in the Education Index and the Readers' Guide to Periodical Literature.

Published monthly, September through June, by The National Parent-Teacher.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright 1957 by The National Parent-Teacher

## Contents FOR JANUARY 1958

An Assignment from the President of the United States. *Ethel G. Brown* 3

### ARTICLES

Can Babies and Careers Be Combined?.....*Anna W. M. Wolf, Katherine Brownell Oettinger, and Maxine Boord Virtue* 4  
Children Don't "Just Outgrow" Allergy....*Justin M. Andrews, M.D.* 7  
Is Youth Lost in the Wilds of Suburbia?.....*Robert J. Havighurst* 10  
A College Where New Careers Begin at 65....*William S. Dutton* 14  
Without Love, What Luster?.....*Daniel A. Prescott* 18  
Many (Sob) Happy Returns.....*Art Buchwald* 21  
My Wife Collects People.....*William D. Boutwell* 22  
What Women Are Doing in the Services.....*Anna H. Hayes* 26  
Should Children Tattle?.....*Betty K. Dyckman* 29

### FEATURES

Worth a Try..... 13  
Come In, World..... 17  
Notes from the Newsfront..... 25  
Books in Review..... 31  
P.T.A. Projects and Activities:  
Parent Education Gets New Impetus in Nebraska.....*Leah Koester* 32  
Growing Up in Modern America: Study-Discussion Programs  
*Ruth Strang, Bess Goodykoontz, and Evelyn Millis Duwall* 35  
Motion Picture Previews..... 38  
Design.....*Igor de Lissavoy*  
Cover.....*H. Armstrong Roberts*

Editor *Eva H. Grant*

Associate Editors *Mildred Bevil*  
*Ethel G. Brown*

*John S. Carroll*  
*Anna H. Hayes*

*Henry F. Helmholtz, M.D.*  
*Ralph H. Ojemann*

Managing Editor *Mary A. Ferre*

Assistant Editor *Mary Elinore Smith*

### Advisory Editors

*Sarah C. Caldwell*, Teacher, Roosevelt-Kent High School, Akron, Ohio, and Past President, N.E.A.  
*Mrs. James Fitts Hill*, Past President, National Parent-Teacher  
*Herold C. Hunt*, Professor of Education, Harvard University  
*J. Paul Leonard*, President, American University, Beirut, Lebanon  
*Bruce E. Mahan*, Dean, Extension Division, State University of Iowa  
*William C. Menninger, M.D.*, Co-director, The Menninger Foundation  
*Bonaro W. Overstreet*, Author, Lecturer, and Adult Educator  
*George D. Stoddard*, Dean, School of Education, New York University  
*Harleigh B. Trecker*, Dean, School of Social Work, University of Connecticut  
*Paul A. Witly*, Professor of Education, Northwestern University





© Honolulu Advertiser

*W*

HEN the Hawaii Congress of Parents and Teachers held its annual convention last fall, the president of the National Congress, Mrs. Rollin Brown, delivered the keynote address. Here we see her congratulating Hawaii's incoming state president, Mrs. Teruo Yoshina, while J. Ralph Brown, outgoing president, looks on. The gay and jaunty lei worn by Mrs. Yoshina has a special significance. It identifies her as a voting delegate.





AN ASSIGNMENT FROM THE

# PRESIDENT OF THE UNITED STATES

ON NOVEMBER 13 the President of the United States, in his second talk on security, singled out two groups for a special assignment: the school boards and the

parent-teacher associations. He called on these groups to carry out one of the biggest tasks confronting our nation. Said President Eisenhower:



*"This is National Education Week. No matter how good your school is—and we have many excellent ones—I wish that every school board and every P.T.A. would this week and this year make one single project their special order of business: to scrutinize your school's curriculum and standards to see whether they meet the stern demands of the era we are entering."*

In this special summons much hinges on the word *scrutinize*. How can we interpret it? There is little doubt that the word as used by the President is a synonym for one long familiar to parent-teacher members—the word *study*. Expanding on his suggestion, we are confident that he is asking us here to work with school boards and school officials to offer constructive criticism and to support the kind of curriculum and standards that "meet the stern demands of the era we are entering."

This the P.T.A. is particularly well qualified to do. We have long experience in examining school programs and in working with teachers and school administrators. We have the zeal, the skill, and the spirit. What is more, we have both a doctrine and a working guide for the assignment.

I am referring, of course, to our Objects and our Action Program. The Objects, a basic statement of purpose, have served us well for sixty years. The Action Program, a translation of long-range purposes into timely projects, keeps us abreast of today's spe-

cial needs. All in all, they enable us to work with and on behalf of our schools, doing so within the framework of our noninterference policy. And such effort has always permeated every part of our continuing program.

We heartily agree with President Eisenhower that what we need is not an education week but an education year. We agree with the President, too, when he declares, "The goal we seek is peace with justice."

We of the parent-teacher association shall spare no effort to carry out the President's mandate: to scrutinize school curriculums and to strive toward that goal—peace with justice—that can mean the reaffirmation of the brotherhood of all men under God.

President, National Congress of Parents and Teachers

*This is the fifth article in the  
1957-58 study program  
on the preschool child.*

# CAN Babies

It's a question people are likely to feel strongly about, whichever side they're on.

But feeling needs to be reinforced by thinking, so we've turned for counsel to three distinguished women who have combined motherhood with careers. "Would you recommend this course to other women?" we asked. We bring you their views and invite you to give us yours.

## **A Psychologist Analyzes Motives**

**ANNA W. M. WOLF**

*Consultant to the Child Study Association of America  
and Author of The Parents' Manual*

THERE IS NO SIMPLE ANSWER to this question. Once again we must answer "It depends." As one who had a full-time nine-months-a-year job from the time my child was eighteen months old, I cannot say even now whether I would do differently if I had this period to live over again. Nor could I say, if I had made the stay-at-home choice, whether our family life and my child's unfolding would really have been finer. Besides, we are never entirely free agents. There are such things as financial depressions, world wars, family crises, and "hidden persuaders" that push us willy-nilly toward a certain course. But for what they are worth and for those who can use them, here are a few of my thoughts as they have emerged over the years.

For the vast majority of women (though there are some real exceptions) their families are the emotional focus of their lives. Home is where their hearts lie; careers are secondary. When home and the outside world conflict, as may well happen, a woman who is free to choose will usually decide to scrap the career (or postpone it) without too much agony. For my money, this is as it should be—else how would the family survive? Who would dry the tears?

This special gift of women for loving home best and making it a place where the young can grow up strong—and where in addition men may realize their capacity for tenderness and go forth happily to work—imposes its special responsibility. Creating such a home is so indispensable in our society that no woman should feel apologetic or demeaned if she

decides that it takes all her time, at least while her children are young. It is encouraging to see that so many of the younger generation feel this way about homemaking. When I was young it was regarded as a rather second-rate job.

Yet there are some women who just can't be full-time mothers. They are so strongly impelled from within to respond to other calls that if they are to survive emotionally they must follow their particular stars. When this is the case, they will need to size themselves up and plan accordingly. They are not necessarily worse wives or "bad" mothers. They can still give their children something of great value. But it is well to know that young children not only need a high quality of mothering; they need and demand a great deal of time.

Whatever the choice while the children are young, the time comes when everyone in the family stands to gain if Mother stops hovering over her growing children and continues to do valuable work in the world outside. At forty-five a woman is still young and vigorous, well qualified to learn new skills and pull her own weight. If she now lapses into idleness and frittering, she will surely succumb to the almost certain fate of being a burden to herself and her family.

When a woman has long been out of the labor market, however, finding work is not always easy. She has lost touch; her skills become rusty. To provide for this day, every woman might be wise to "keep her hand in," as the saying goes. All through the years at home she should make a conscious effort to keep abreast of what's going on beyond the four walls of her house and, if possible, retain her skills. This isn't easy, as every mother of babies knows, and for a time her efforts may be sporadic. Then sud-

# AND Careers

## BE COMBINED?

denly she will discover that she has large blocks of time that her home need not absorb.

In this discussion, however, let's never forget the many women who truly have no choice. There are countless families in this country where the woman is the sole means of support and where only her wages make a home for her children possible. And there are countless more families where the mother's job makes a critical difference between substandard living and a decent home, a safer neighborhood, a better school, and healthier companionship for her children. When this is the case who can say that her family would be better off if she did not try for these things?

Meanwhile the trend toward combining babies with gainful employment outside the home goes steadily on year after year. It seems doubtful that this trend will be reversed. Would we not be wise, then, to face it, be fully aware of both its dangers and its values, and above all do what we can to make the new society safe for all our children?

### **A Social Worker Considers the Individual in Society**

**KATHERINE BROWNELL OETTINGER**

*Chief, Children's Bureau, U.S. Department of Health, Education, and Welfare*

THERE ARE TWO WAYS to look at this question: (1) For modern, emancipated woman, is the combining of babies and a career the best way to fulfill her total role as woman, wife, and mother? (2) For a mother who must work to keep the wolf away from the door, isn't the question largely academic? What choice does she have?

Answering the second woman first, I would agree that the question is indeed academic for women who



© H. Armstrong Roberts

must work to maintain a decent standard of living in their homes. They have no choice. But is it also an academic question for society? I think we could well ask ourselves whether the full-time employment of the mother of small children represents a gain or a loss to the community. The cost of providing adequate care for her children while she works may be very close to what she can earn. The cost of inadequate care or no care may be considerably higher in the long run. These are problems that society itself must consider, and for which it must find solutions.

But back to the first woman, who has a choice of whether or not to combine babies with a career. I would hope that she will make her decision on the basis of her individual circumstances and not because she thinks what is right for a friend of hers should be right for her too.

For some women a career answers the need for social contacts, the desire for personal satisfaction that only work outside the home can give.

Such women need not be ashamed of choosing to combine babies and a career, provided their children are adequately cared for while they work. Of course, I think most mothers would *want* to defer the choice until their children are at or near school age—for both their own and their children's sakes.

But in each instance I think the choice to work or not work should be based on individual circumstances, plus the sincere determination that the healthy growth and development of children—and their essential need for mothering—shall not in any way be affected by the demands of a career.

I know of working mothers who listen to their children just as well and just as understandingly in their free time away from jobs as do other mothers

who are always on call. It is the quality, not the quantity, of mothering that truly counts.

On the other hand, I should hope no woman will seek to mix babies and a career because she thinks a housewife has no status. I hope that before too long everyone will recognize that of all the forces in our society, the role of housewife has been least appreciated, least applauded. When that time comes, I think the housewife will begin to grow in stature in the eyes of our communities. And I hope that time comes soon.

One thing I think we can all keep in mind. The mother who makes the choice that is right for *her* in the light of her responsibilities to her husband and her family—whether it be to work or not to work—should not carry around guilt feelings about it. We are and continue to be a growing nation partly as a result of our ability to adjust to an infinite variety of changing circumstances. The right of individual choice holds a secure place in this pattern of growth. I hope we always keep it that way.

### **An Attorney Weighs the Evidence**

#### **MAXINE BOORD VIRTUE**

*Assistant Attorney General, State of Michigan; Research Fellow, University of Michigan School of Law*

DO BABIES AND CAREERS MIX? It depends on the babies, the careers, and who's mixing them, doesn't it?

Last week I went to a meeting of Future Homemakers of America at our high school. One of my daughters is an officer. It was a beautiful installation and initiation ceremony. The girls had decorated the tea tables and made piles of sandwiches and cookies. Twenty-five or thirty girls were initiated. But there were, that evening, not more than a dozen adults present, of whom two were teachers and one was a father. Where were all the mothers? Some, like me, are working women; more are not.

The example is not meant to suggest that the mothers who weren't there should have been (though it was a pity), or even to invite you to notice what a noble creature I am to have been there (there are lots of meetings I ought to get to and don't). It is meant to emphasize the fact that being a real parent is a difficult and sometimes impossible task, the performance of which cannot usefully be equated with the holding or not holding of a job by the mother.

In my case, circumstances molded our family pattern without any conscious choice. I'm an only child; my father died shortly before my first child was born; my mother is a demon housekeeper and superlative cook; my husband is a college professor. I myself have been trained for—and have the good fortune to be offered many challenging assignments in—a comparatively well paid profession. Any questions?

There have been, of course, choices all along the line. We could have let Mother spend her vintage years alone, existing on public subsidy until infir-

mity brought her, as it brings so many lonely senior citizens, to some sort of public institution. What a deprivation that would have been—for all of us!

Or I could have allowed my husband to shoulder the entire financial burden and devoted myself to bridge and soap operas. But quite aside from the fact that I hate bridge, it didn't take me long to learn that the life of a nonworking woman (unless she's by choice a recluse) is soon filled twenty-four hours a day with legitimate community demands that cost more in time and effort than does a paying job. And, in my case at least, such activity brought less in the way of durable satisfactions and value to the community than would the paying job. What I say as chairman of the social studies committee is likely to be shrugged off by the council as the well-meant offering of a bustling do-gooder who ought not to bother her little head about it. When I say the same thing as an attorney retained to deal with the problem, it cuts ice. Also it pays family bills.

Being a good mother, someone once well said, is a matter of "being there." Being there, I submit, is not accomplished by spending a certain number of clock ticks in a certain room but by caring with all your heart and soul about your child, by sensing the things that are important to him, and by supporting him always with all the resources at your command. If you are "there" in this sense, the child knows it. And children who are supported thus, I suggest, are far from neglected or heart-hungry, whether their mothers work or not.

The kind of neglect which bothers me, and which I see professionally all the time, is the neglect of just not caring. This occurs among all classes and among both working and nonworking mothers. We see it in juvenile court cases, in divorce cases, in the whole range of family litigation. There's so much of it that we're going to have to invent a new kind of court that will inject loving-kindness synthetically into the case load of social workers and other non-legal professionals. For it is loving-kindness which the family life of the litigants should have produced but didn't and without which the children cannot be adequately cared for.

Why don't more nonworking mothers speak up when we try to get support for a family court plan? ("No child is safer than the least safe child in the community.") And why don't more of them speak up in support of the kind of school curriculum that offers children the basic nutritional necessities of solid subject matter?

There, for my money, is real neglect, tragic neglect, neglect that the children and all society are going to pay for in sorrow and in suffering. And it hasn't got a thing to do with whether or not the parents are working.

All you have to do is know, and care, what's happening to your child.



# CHILDREN DON'T

# "Just Outgrow"

## ALLERGY



© H. Armstrong Roberts

BABY LINDA BREAKS OUT IN A RASH. Her anxious mother consults the doctor. What's the culprit? Cow's milk! Baby Linda cannot tolerate this food, on which most babies thrive.

Here we have a classic example of allergy.

Allergy, which is a sensitivity to substances that are usually harmless or even beneficial, is far from rare. About seventeen million Americans, or one in ten, are afflicted with some form of this disorder.

The word *allergy* is fairly new; it was coined in 1906 by Dr. Clement von Pirquet from a Greek term meaning *other energy*. However, though *allergy* came into our vocabulary only half a century ago, the phenomenon of hypersensitivity has been known to

**JUSTIN M. ANDREWS, M.D.**

*Director, National Institute of Allergy  
and Infectious Diseases  
Bethesda, Maryland*

physicians for thousands of years. One of the earliest reports of it is a notice dated 2641 B.C. In that year King Menes of Egypt died of a violent reaction to the sting of a hornet or wasp.

Allergic diseases are especially common among children. And here lies reason for special concern. Nearly four and a half million babies are born in the United States every year. Our nursery-age population numbers twenty million, and we have forty million children of school age. These children deserve every protection we can give them against allergic disorders like hay fever, asthma, and eczema. Treatment is most likely to prevent complications if it is started during the early stages of the disease.

### Air-borne Irritants

Hay fever is one of the common allergies. Usually its victims are sensitive to air-borne pollens, molds, or house dusts. Hay fever illustrates particularly well the need for *early* treatment of allergic conditions in children. Clinical experience indicates that two out of three cases of hay fever, if untreated, develop into asthma. When this happens, the bronchial tubes and lungs as well as the nasal passages may become involved in the explosive allergic reaction. Early asthma is not severe, but the forced breathing that comes with repeated attacks stretches the lung tissues and may in time cause permanent damage. Lung damage from asthma, we know, is more common than paralysis from poliomyelitis.

Children rarely outgrow asthma. The advice—too

**Scientists in Bethesda laboratories are tracking down tormentors who've been on the loose for centuries. When the men with the test tubes bring the hunted trouble-makers to bay, spring flowers and summer haystacks will no longer harbor wheezy distress for anyone.**

often given by well-meaning people—that time will take care of the condition is baseless and dangerous. If untreated, asthma may so restrict a young person's educational and social opportunities that he cannot develop normally. His mental outlook as well as his physical health may be irrevocably impaired.

The substances responsible for allergic reactions are generally common enough. They may be inhaled, swallowed, touched, injected, formulated within the body, or received as radiation. The reaction is influenced by heat or cold or by other climatic conditions such as barometric pressure. An allergic attack can be initiated or intensified by a variety of factors, ranging all the way from worry to skin irritation by a rough fabric.

Apparently allergic tendencies can be inherited. However, parents and children may not necessarily be sensitive to the same substances. For example, a child may develop a rash from milk, while his parents get hives from strawberries.

We do not yet clearly understand just what happens during an allergic reaction. For some unknown reason, materials that are usually harmless may stimulate the body tissues of allergic individuals to react as if they had been invaded by germs. Symptoms may be mild or severe. A whiff of pollen, for example, may cause sneezing and a runny nose and stuffiness.

### **Springtime, Summertime, and Any Time**

Some allergies come and go with the seasons. In spring many people get hay fever from tree pollens. They wheeze and sneeze, often unaware that the mischief is not a spring cold but an allergic reaction caused by the pollen of trees in bloom. Other victims are allergic to grass or weed pollens. Summer hay fever is often brought about by grass pollens.

By far the most common allergen in the United States is ragweed pollen. In most sections the ragweed season extends from late summer until the first frost. During this period a quarter of a million tons of ragweed pollen are air-borne. Goldenrod, which blooms at this same time, is often mislabeled a hay fever threat. Actually its pollen is only a minor nuisance, and insect-pollinated flowers, like roses, cause little if any trouble.

Molds are second to pollen as a cause of hay fever. Their lightweight seeds or spores, smaller even than pollen, scatter far and wide. They thrive during the

warm, humid months and are particularly prevalent in grain regions. But allergic attacks can't always be clocked by the seasons. Expose an allergic child to stacks of hay, straw, or grain in storage and he may suffer an attack of hay fever regardless of the time of year.

Nonseasonal allergic rhinitis, whose symptoms are much like those of hay fever, is usually brought on by feathers, animal hair, animal or human dandruff, dust, infectious microorganisms, or insect particles.

Animals and animal products may set off a variety of allergic responses. Some sensitive individuals cannot ride horses or wear wool. Physicians sometimes must advise an allergic child to give up a pet dog or cat.

A common allergy of early childhood produces an itching rash called allergic eczema. Milk, eggs, and other foods are among the causes. Certain digestive disturbances may be allergic, but these should not be confused with upsets that can be expected when children gorge on rich food—or force down a detested dish under the injunction: "Eat it or else . . ." Nor should we overlook the insult to the digestive system provoked by the popular hamburger with all the trimmings. However, even wholesome food-stuffs eaten in reasonable portions can cause digestive upsets in an allergic person.

It seems to be a fad nowadays to attribute almost every ailment to an allergy. To do this, however, may be as confusing as ignoring allergies altogether. Actually, allergy is likely to crop out in different forms among different people. Only a practitioner who can examine all the circumstances of a case should make a diagnosis or give advice or treatment.

Skin tests sometimes help the doctor to identify an allergen. That is, he may introduce highly diluted samples of suspected materials into small scratches on the patient's skin, or he may give actual injections of the substances. In time the test sites may show a hive-like swelling, evidence that the patient is allergic to the materials that caused the reaction.

Skin tests, unfortunately, do not always disclose the irritant. They are most reliable when the allergens are substances that are inhaled; they are somewhat less reliable in detecting food allergy. Here the physician may use trial diets to verify test indications, or he may ask the patient to keep a food diary.



Here at the laboratory of immunology of the National Institute of Allergy and Infectious Diseases scientists are seeking basic information about allergic processes and how the body defends itself against disease.

© National Institutes of Health

Food allergy can be complicated. Sometimes a combination of two foods will cause an allergic reaction that neither will produce when eaten by itself. Some hyperallergic individuals don't have to eat a food to react to it; they react to the smell alone.

What advice can we give the allergic person?

First of all, avoid the allergen, whether it's a mold, a pollen, a dust, or a food. If the offending substance cannot be avoided, your physician can help by finding a treatment that gives relief. Some allergies, like those caused by pollens, may respond to immunization procedures. In this treatment the patient is given a series of injections of the material that is causing the sensitivity. At first the amounts are minute, but as the treatment progresses the quantity is gradually stepped up. Usually the injections produce a measure of immunity.

Sometimes symptoms may be controlled by antihistamines or other drugs. Occasionally skin lotions may be prescribed. And, of course, sound health habits—good nutrition, cleanliness, adequate rest—hold special significance for the allergic sufferer.

### Science on the Trail

We still have many unanswered questions on the causes of allergies, and as yet we can count very few completely effective treatments. In 1956 the Public Health Service initiated an expanded program of research in allergy at the National Institutes of

Health in Bethesda, Maryland. The National Institute of Allergy and Infectious Diseases, one of the seven national medical research institutes, is directing this new program. Investigators are pursuing basic research; that is, they are trying to find out what sets off attacks and what happens during the bouts.

The Public Health Service is also supporting allergy-immunology research at university and hospital medical centers throughout the United States. The National Institute of Allergy and Infectious Diseases has made more than one hundred grants, totaling nearly one and a half million dollars. These funds are stimulating much-needed study directly or indirectly related to allergic diseases and to ways of building immunity against them. The major voluntary organization in this field is the American Foundation for Allergic Diseases in New York City.

In spite of its long history and its great prevalence, allergy has been a little-understood and long-neglected area of medicine. Today we have too few allergists to cope with the malady. Tomorrow the picture may be more hopeful. The new programs of research and education should help us to a better understanding of the basic causes of allergies. Once we have this understanding we shall have taken a long step toward conquering the diseases. And the day we can report triumph will be one of rejoicing for millions of children and grownups.

# IS YOUTH Lost



© H. Armstrong Roberts

NOWADAYS something like a fourth of all American boys and girls are growing up in the suburbs. Most of their fathers and mothers grew up in big cities and small towns. For the suburbs, as we know them, hardly existed then.

Since 1920 the major growth of population in America has been in the suburbs. The central core of the big city has not grown much, yet growth in what the census calls metropolitan areas has been tremendous. Between 1950 and 1955, while the major cities of the country increased their populations by two and a half million, the suburbs surrounding the cities gained nine million.

This is a world-wide phenomenon, found wherever automobiles and good roads have given city people the freedom to escape from congestion and slums and tax burdens. Europe, South America, and Australia all show the same intensive suburban growth.

The youth of Suburbia, U.S.A., we are told, come from families who have the highest per capita economic power and wealth in the country. They come from families who generally vote Republican, get their income from business, and expect to send their young people to college. In a word, they come from upper middle-class families.

**ROBERT J. HAVIGHURST**

Or do they? Do we think of all suburbs as being like Scarsdale, Germantown, Shaker Heights, Grosse Pointe, Winnetka, Clayton, or Pasadena? And is this notion a correct one? Let's test it with statistics. Less than 10 per cent of the children in this country are from upper middle-class families, and many such families live in big cities or in small cities and towns. Consequently if 25 per cent of the children of America live in the suburbs, probably no more than a quarter of this group come from upper middle-class families. What about the others? They are mainly lower middle-class—the children of skilled tradesmen and of white-collar workers in business and industry. They live in those small, one-story homes with picture windows that are ranged row on row in what only a few years ago were cornfields, truck gardens, and citrus groves.

The sleepy village that had a bare thousand population before the last war is now a bustling suburban center of fifteen thousand—mostly young married people with two or three or four children. It has three or four beautiful new elementary schools, for which the town has bonded itself to the legal limit.

Still, though the suburbs represent a fairly wide socio-economic range, the pattern of suburban life is middle class. Children and parents live in a land of shopping centers, garden clubs, green lawns, casual clothes, and open play space. They live in a land where the parent-teacher association is one of the influential community organizations. Harry Henderson, a journalist, writing of suburban life, has said that the organization to which every suburbanite belongs is the P.T.A. "Its meetings," he points out, "are jammed and often loud with queries. . . ."

The advantages of living in this kind of community are fairly obvious—and important. Children grow up where it is fun to be out of doors. Greenness is all around them; the air is fresh and clean. If they are so minded they can learn to know birds, trees, wild flowers. They have new and well-equipped schools, taught by the finest teachers available. Away from city noise and dirt they have the best physical



# IN THE WILDS OF SUBURBIA?

health. Nor are their social lives subject to the dangers of city vices.

But some people claim to see disadvantages in this kind of life for youth. Perhaps it is too easy a life, with too little physical work and too little requirement of hard effort at things intellectual. Dorothy Thompson, for one, never tires of blaming the ills of our country on the kind of education given in suburbs, where, she says, parents above all want their children to learn poise and the schools do not cultivate the sterner virtues.

## Peas in a Middle-class Pod

The most cogent criticism of the suburban way of life for young people is the same one that has been directed against it as a way of life for grownups. This criticism is implicit in David Riesman's *The Lonely Crowd* and explicit in William H. Whyte's *Organization Man*. These writers see the danger of a growing and paralyzing conformity in the American middle class, especially in the business or "organization" man who is the typical suburbanite. His goal in both business and community life, they claim, is smooth relations with one's fellows. For the sake of that goal, suburbanites are under pressure to drop their eccentricities, their individual preferences, even their moral convictions.

The typical suburban dweller, the writers imply, must become so attuned to what the Joneses are doing that he never allows himself to be different. When new styles in home furnishings, landscaping, parlor games, religion, or political attitudes appear, he is already aware of the change and climbs on the bandwagon just as it gets started.

The youth of such a community are also trained to be sensitive to the feelings and attitudes of friends their own age and to conform at all costs to the fashions of the moment. The adolescent who tries to be different is discouraged at home and punished by disapproval and ridicule at school. Conformity becomes morality for him. So goes the argument against the suburban way of life for the young person.

## The Dread of Differing

There is certainly some evidence to support the charge that suburban teen-agers pay a great deal of attention to the attitudes of their friends and set great store by social success. In fact, American children in general are much more peer-centered or peer-directed than are the children of European countries. This rather startling fact has been revealed in a variety of studies that set out to discover what rewards and punishments, satisfactions and dissatisfactions are most powerful in the lives of young people. American youth, according to these studies, are more concerned about what their age mates think of them and less concerned about what their parents think of them than are youth in European countries. Probably this is even more true of suburban children than of average American youngsters, although there do not seem to be any studies of that group alone.

But this criticism of the suburban middle-class way of life as it affects youth should itself be examined critically. Is it any better for a young person to be dependent on the commands and demands of his parents than on the wishes of his friends? Neither kind of experience is conducive to an open mind or to future independence. What American parents want for their children is the ability to take account of the facts of a situation and to act intelligently on this basis, rather than to act blindly either under pressure by his own age group or in obedience to someone in authority.

For the central task of the American, as the citizen of a democracy in a changing world, is a dual one. He must learn to look at reality objectively, see what the facts are, and act rationally on this basis; but he must also act in cooperation with others. This cannot be done by people who are slaves to

---

*This is the fifth article in the 1957-58 study program on adolescence.*

fashion, whose one principle of behavior is conformity. Neither can it be done by people who have rigid prejudices about reality, inherited from parents and other adult authorities.

How can the parents of Suburbia prepare their adolescents to perform their important task? Surely the answer is—if they want to live in Suburbia—to make the most of its advantages for their children and to minimize its disadvantages.

We've already glanced at some of the advantages for youth. Now what about the disadvantages?

- \* There is an overemphasis on the kind of social success that makes for "being smooth"—knowing the popular music and the popular slang of the moment, wearing the popular clothes, going to many parties, and from an early age having dates with the opposite sex.

- \* The boy or girl who is a bit strange and shy is punished for it by the disapproval of his parents and teachers as well as of his classmates.

- \* The prevailing homogeneity of the community discourages youth from having unusual interests or even unusual ideas about politics and social problems.

- \* The world is presented to a young person in oversimplified form. He has little opportunity to experience its vast human diversity of race, religion, social class, and morality.

### Standards or Standardization?

Knowing these disadvantages, however, is a first step toward reducing or removing them, provided parents and teachers are self-critical and willing to work against certain prevalent fashions. Parents can uphold and teach the kind of values that will keep their sons and daughters from overemphasizing social success and from feverishly striving to conform with group standards. Parents, too, can cooperate with the school in a many-sided program such as this:

- \* Teach young people about the real social and economic issues, the real complexity of the world today. Field trips, motion pictures, visits to city schools, and interviews with different kinds of people can bring suburban adolescents into fairly close contact with all the social variation that the neighboring city can provide. It would be useful, for instance, for a suburban high school to arrange brief exchanges of students and teachers with one or more city high schools.

- \* Establish a variety of academic and extracurricular activities, with awards or recognition for those who do well in them. Include a number of customary ones, such as chess, movie criticism, creative writing, and unusual sports. Deliberately make the activities program as broad as possible, so as to give young people with out-of-the-ordinary interests a chance to get recognition for being "different." Try to make the school a pleasant place for the healthy introvert as well as the healthy extrovert.

- \* Simplify and deemphasize the social program of the school. (This might be the most difficult thing to do.) Through agreement between parents and teachers, set limits to the amount of money spent on class dances and parties, and work to reduce the stress on this sort of social life. Work also to raise the age at which boys and girls are expected to start dating—to fourteen or fifteen at least. Through churches and through social clubs attempt to increase the amount of simple, spontaneous social activity for teen-agers, at the expense of the more sophisticated and showy kind. Seek to make social life easier for the plain or shy youngster and less a matter of competing for a very limited kind of social success.

- \* Teach young people to be critical, deliberately so. Help them to think about the pros and cons of social conformity in a democratic, changing society. Help them to see the difference between conformity to basic values and moral principles on the one hand and conformity to fashions of the crowd on the other hand. This guidance should be undertaken by mature, experienced teachers who have discussed the program with parents and have their backing. Never has our nation had greater need for the kind of creativeness that comes from independent thought and freedom of imagination—whether in the realm of the physical sciences or in other realms of human concern.

Carrying out such a program as this is a big assignment—a community-wide assignment. And since P.T.A.'s are an important influence in the suburbs, as elsewhere, they can do much to enlist community support. Perhaps they can spark the program by studying their own suburb, appraising the standards it upholds, the way of life it pursues. They can spot the obstacles to independent thought and action. They can encourage self-scrutiny among their members so that each may ask himself "What am I doing to help my adolescents resist the pressure to conform? Am I teaching them—and showing them—what is really important for human dignity and happiness?"

A big assignment, but it carries big benefits for all who take part. They too will be learning to live not by the dictates of the majority or a vigorous minority but by values eminently worthwhile—in city, town, or suburb. Where such values are made visible, like beacons in the wilderness, we need not fear that youth will lose its way.

---

*Robert J. Havighurst has earned a place among the leaders of American thought for his studies of children in cultural groups (he himself is the father of five) and for his research on human behavior. Dr. Havighurst is professor of education at the University of Chicago and chairman of the university's Committee on Human Development.*



## WORTH A TRY

### Children at the Keys

Despite rival attractions, such as TV, American children are still taking piano lessons—almost 4,000,000 a week. Do memories of finger-straining exercises and monotonous scales keep you from seeking a piano teacher for your child? Take heart. Times have changed. Forward-looking teachers nowadays are using a playing-is-fun approach designed to help children with average talent become not virtuosos but pianists who play for the love of it. By this method a child is taught, at least partly, in a group with other children. They play musical games and learn real pieces, not exercises. Many parents think this sounds like fun and are taking lessons too.

### Teachers Rate an Exemption

When the University of Pennsylvania recently increased its tuition from \$800 to \$1,000 a year, it exempted the School of Education from the raise. Said President Gaylord P. Harnwell, "We feel it is important to remove as many economic barriers as possible from the path of the would-be teacher or graduate teacher trainee." Query to other universities and colleges: Isn't this policy worth a try?

### For a Cordial Start

Mr. Chairman, would you like a quick, lively way to help members of a small group get acquainted? First, ask the group what they would like to know about each other—name, place of residence, organizational affiliation, special interest. Then ask each member to spend a minute or two getting this information from his neighbor on the right and another minute or two giving the facts about himself to the person on his left. Next, have each person introduce his right-hand neighbor to the group.

Advantages? The buzz of interviewing that precedes introductions is a

good warm-up. No one has the embarrassment of introducing himself. Everyone has the pleasure of being graciously introduced, and everyone gains confidence by "speaking up in meeting" and contributing at the very outset.

### Joyless Rides

A safety check on the kiddie rides in your town may save a child's life. You've probably noticed the increasing number of these gaily painted electrical horses, rocket ships, planes, and boats in your local supermarkets, restaurants, or amusement park. These rides can be dangerous if the insulation around the electrical "insides" should shake loose or become frayed. A spot check of the "joy rides" in six communities in Westchester County, New York, revealed that only 25 per cent were safe. Twenty-six per cent were deemed "dangerous," and another 49 per cent were "potentially hazardous," as a result of such defects as leakage of current, inadequate ground wires, improper insulation of live lines, and a lack of basic safeguards.

### No Duets for Detergents

Don't mix your brands of detergents when you're washing clothes. Each works best alone. Built detergents (those with special chemicals added to increase their cleansing power and counteract minerals in hard water) and unbuilt detergents practically nullify each other when used together. Also, you will have better results if you decide on one detergent and then stick to it. A detergent that's not thoroughly rinsed out of your clothes may hinder the washing action of the next type used.

### Block That Dropout!

A study of dropouts made by the Detroit schools reveals that the following factors help to keep adolescents in school until they have completed

their secondary education: part-time employment; participation in extra-curricular activities; a feeling of belonging to the school; a good attitude on the part of the parents toward education, the school, and teachers; a career objective; and a desire for education. Factors that hasten dropouts were found to be failure in elementary school; low scholastic aptitude; discipline problems; failure in a high school subject; absences; and physical defects. On these findings, Detroit schools are basing a program to prevent dropouts.

### In Tune with the Universe

Are you an amateur or a professional musician, a piano tuner, a maker of musical instruments, or anybody else who cares about getting the right pitch? If so, did you know that you can tune your instrument with absolute precision—provided you have access to a short-wave receiver? A musical tone of standard pitch—middle A at 440 cycles per second—is broadcast day and night by the U. S. National Bureau of Standards over its two short-wave stations. The tone is obtained from an electronic, crystal-controlled oscillator, and is accurate to better than 1 part in 100 million. Unlike tuning forks, organ pipes, and other material objects that are commonly used for this purpose, the oscillator is not affected by temperature.

### A Precautionary Measure

The National Tuberculosis Association has revised its "annual chest X ray" program, in the light of the latest information on radiation hazards. In a letter to state and local affiliates, Dr. Floyd M. Feldmann, N.T.A. medical director, has suggested that tuberculin tests be substituted for chest X rays whenever possible. He recommends that X rays be reserved "for those groups from which the largest yield of new cases may come."

# A College *Where New Careers Begin at 65*



© San Francisco News

A RISING YOUNG PROFESSOR of law recently applied for a full-time teaching post at the University of California's Hastings College of Law in San Francisco. He got this reply:

We are complimented by your application. However, it is not our policy to engage men so young for other than administrative or part-time positions on our teaching staff. Our full-time professors must be at least 65 years old. If at that age or older you should still like to teach at Hastings, I or my successor will be glad to reconsider you.

The letter was signed by David E. Snodgrass, dean. He might have added that at 62 he himself is ineligible because of his "youth" to hold a full-time professorship on the faculty he has headed for seventeen years. During those years Hastings' teaching staff has become one of America's most distinguished and easily its most remarkable. Its youngest member is 68; the oldest is 81. The median age is 72 plus.

Hastings, founded in 1878 and the West's oldest law school, began developing its unique policy as early as 1940. Since 1948 the age requirement of 65 or older for its full-time teaching staff has been mandatory. At Hastings age as a bar to continued achievement has been banished. More, the school has made well-seasoned maturity the rock on which it stands. Youth exerts its influence through the part-time teaching staff, which is made up chiefly of practicing lawyers of the San Francisco bar.

The big decision of 1948 is summed up in the results. Comparatively small in 1940, Hastings today has an enrollment of four hundred and thirty-five students. It has become the largest law school west of St. Louis. Formerly shuttled about into whatever building or hall happened to be unwanted, since 1953 the school has occupied a handsome new \$1,750,000 structure that is wholly its own and is one

Several of the eminent members of Hastings' famed Sixty-five Club are here engrossed in an important point of law. At the far left is George Goble. Then come Harold Gregg Pickering; William F. Britton; Albert Brooks Cox; Lawrence Vold; Judson Adams Crane; James McBaine; and Everett Fraser.

of the most up-to-date educational plants to be found anywhere.

"The punsters tell us," smiles Dean Snodgrass, "that we've gone from ivy halls to ivy polls. We invite them to take a second look, for what they mistake for ivy is laurel."

It was more than foresight, the dean admits, that launched Hastings on the course leading to its present distinction. As the fall term was about to open in 1940, the then dean, William M. Simmons, died suddenly. Snodgrass, a Harvard law graduate, a native Californian, and at that time one of the school's two full-time professors of law, was named to the post.

Few deans have taken office with darker prospects. His predecessor had been teaching three subjects as well as serving as dean. The loss of Dean Simmons put the full-time teaching faculty below the allowable minimum for an accredited law school. Unless the gap could be filled at once, Hastings faced a dead end—this when it was too late in the summer to recruit an acceptable new professor of law at any price.

"That is," Dean Snodgrass amends, "it was too late to hire anybody through the usual sources. Luckily we tried an unusual source."

## Off the Inactive List

Orrin K. McMurray, who had once taught at Hastings, had gone on to write acclaimed legal texts and to become dean of Boalt Hall at the University of California. Boalt Hall is a localism for the School



A law school in the Golden Gate  
city is following a daring and  
rewarding personnel policy. Here richly  
experienced jurists are not turned  
away with the withering words  
"too old."

of Jurisprudence, the younger and more formal of the university's two law schools. Unlike Hastings, its faculty is subject to enforced retirement at 67. Accordingly, in May of that year Dean McMurray had been shelved on pension.

Hastings' newly activated dean called on the lately deactivated one across the bay. He found the eminent scholar dreading the sound of the first school bells in September. "Always as long as I can remember," he confessed, "I've looked forward to hearing the music of those bells."

Recalls Dean Snodgrass: "When Dean McMurray agreed to take over one of our three unfilled subjects, the music of the September bells was restored for both of us."

With so notable an addition to Hastings' faculty, recruiting a second was easy. Professor Arthur M. Cathcart, author of the standard text *On Pleading*, had retired two years before from the law faculty of Stanford University. He readily accepted responsibility for the two subjects still open, and Hastings began its fall semester with its credentials secure.

"That year," says Dean Snodgrass, "listening to our two veterans in the classroom, checking the results with our students, and basking in the compliments paid us by outsiders, I knew that we had struck a gold mine of unemployed talent."

World War II delayed fuller exploitation of the mine, but the delay also removed the last doubt of the reality of the gold. When, at the war's end, veterans surged back to school and Hastings' enrollment mounted to 915 men and women, a fixed rule was made: All full-time professors should be drawn from the retired rolls.

"The rule was obviously to our advantage," Dean

## WILLIAM S. DUTTON

Snodgrass relates. "Hastings is so constituted that we simply could not compete with rich schools for the best of the younger teachers; we had to take what was left. Yet among the abundance of retired teachers we could select the best at salaries we could afford. You might say that we decided between becoming a second-rate law college or rising to the stature of a possibly great one."

### A Distinguished Roster

Financially the 65-or-plus policy pays double. Hastings has no pension fund to maintain except for its administrative staff. Moreover, its eminent seniors, who are receiving pensions from the universities that retired them, are quite willing to teach for considerably less than their former salaries. In turn Hastings can offer the California climate, the congenial atmosphere of what has become known as its Sixty-five Club, and the distinction of a post-retirement career with a faculty that is outstandingly star studded.

Here are the members of its Sixty-five Club under contract for the 1957-58 college year:

*Merton L. Ferson*, 81, for thirty years dean of the University of Cincinnati College of Law; former president of the Association of American Law Schools and of the Cincinnati Bar Association. He joined Hastings at 79.

*Everett Fraser*, 78, former dean of the Law School at the University of Minnesota, where Fraser Hall is named for him; past president of the Association of American Law Schools. He came to Hastings in 1949.

*George C. Bogert*, 73, formerly law dean at Cornell, later a professor of law at the University of Chicago. He is the third past president of the Association of American Law Schools to grace Hastings' staff.

*Judson Adams Crane*, 73, retired as professor of law by the University of Pittsburgh in 1954. He continued his career at Hastings that same year.

*Lawrence Vold*, 71, the Vold of *Vold on Sales*. Formerly of the University of Nebraska, he is the only Hastings senior to have been hired at 62, just before the 65-or-plus rule went into effect.

*Albert Brooks Cox*, 71, a former law professor at Tulane, who varied the usual course by serving as a U.S. Army colonel and later retiring as head of his own law firm in San Francisco before resuming teaching.

*William F. Britton*, 70, who retired voluntarily from the law faculty of the University of Illinois at the age of 67 to avoid compulsory retirement a year later. His berth at Hastings was waiting for him.

*George W. Goble*, 69, who followed Professor Britton after teaching for thirty-five years at Illinois.

*Harold Gregg Pickering*, 68, a former New York City trial lawyer who quit his firm in 1954 to see the world and en route home learned in San Francisco that his added year just qualified him for his present new career.

*Rollin M. Perkins*, 68, joined the group in 1957 after thirty years at Iowa, three at Vanderbilt, and eight at U.C.L.A., where he was Connell professor of law.

*Edwin D. Dickinson*, 70, the newest recruit, had taught law at Michigan, California's Boalt Hall, and the Univer-

sity of Pennsylvania and had been retired one year when Hastings called him back to duty.

Rather modestly Dean Snodgrass rates his present faculty among the upper twenty of American law schools. The bookshelf behind his office desk is lined with authoritative legal tomes of which his Sixty-five Clubbers are the authors. At a recent state bar examination, 85 per cent of the Hastings candidates qualified, but only 65 per cent of those from one of the country's most famous rival schools.

The dean is confident that another year or two will place Hastings among the top six law schools. "The big news at Hastings," he writes, "will not develop until 1958, when we shall add four or possibly five of the most important figures in American legal education to what already has been called our 'star-studded' faculty."

### A Brave New Tradition

The course toward greatness is well marked in Hastings' tradition. The school began as a daringly different institution. The founder for whom it is named, Seranus Clinton Hastings, was a schoolman of rare distinction. At the age of 20 he was principal of an academy. He went on to study law in Indiana and at 32 was the first member of Congress from the new state of Iowa, serving with such men as Abraham Lincoln and Stephen A. Douglas. At 33 Hastings became Iowa's first chief justice. He resigned to take the overland route to California and at 35 was appointed the first chief justice of California. Later he resigned to be elected attorney general. Following a term in that office he turned to banking and became one of California's wealthiest men.

There were few good law schools in the country in 1878 and none, good or bad, in the Far West. Lawyers were made by the apprentice system. The regents of the new University of California, then ten years old, appealed to Hastings for a suggestion. He agreed to donate a hundred thousand dollars for a law school if the legislature would agree to his terms: that the new school should have its own board of directors, headed by the chief justice of the state, and that its dean should be *ex officio* a member of the university faculty. The Hastings College of Law, as it was to be known, would be the university's law department with a yearly appropriation of \$7,000.

Then, as if school-taught law was not treason enough in the eyes of most office-taught lawyers of that day, Judge Hastings added a more startling condition. The new school was to give first attention to students who, because of limited means, must work their way through college. In short, Hastings was to be a poor man's law school.

The furor over the proposal was great; it was charged that Hastings intended to flood the market with cheap lawyers and drive older men from the profession. But the legislature accepted both Judge

Hastings' gift and his terms. The judge became the first dean of the school, served until 1885, and was followed by two of his sons.

As dean he set forth the school's purpose, which is still, nearly eighty years later, its guiding star:

The desire of the founder is to diffuse a knowledge of the great principles of jurisprudence, not only among those who propose to devote themselves to the noble profession of the law, but also among all classes of society. . . . Without this, civilized government cannot exist.

Adhering to that creed, Hastings welcomes students who have no intention of practicing law, with the result that there is a wide range of ages in its classes. I found a prominent officer of America's largest bank seated among students who were half his age. However, the lecturing professor's age was almost double the banker's.

Yet Hastings sends to the bar 45 per cent of the students who enroll. An impressive number have gone on to become judges of the higher courts, public officials, presidents of bar associations, and community leaders. In 1879, after a test case at court, it accepted its first woman student, one of the first law schools to do so.

### The Courts Uphold a Maverick

Several attempts have been made in the courts to end the school's independent character within the university and subject it to the rule of the regents, making 67 the mandatory retirement age. But Judge Hastings founded well. The courts have upheld his independent board of directors and also Hastings' standing as the university's senior law department. It continues to give preference to the student applicant whose pocketbook is slender and to laurel-crowned professors who are at least 65 years old.

"We are not opposed to compulsory retirement," says Dean Snodgrass. "It is probably a good thing for schools that can afford it, and it certainly is to Hastings' benefit. I can sum up our experience in no more striking way than to say that it has convinced us, beyond all doubt, that when a man is needed for a job, and he is fully capable of doing that job well, the number of birthdays he has observed should not be a bar to employing him. His present ability, not his age, is the test."

The dean smiles under the much-worn green eyeshade that he wears in emulation of his old law dean, Roscoe Pound, at Harvard. "Of course," he adds, "at Hastings we believe that ability in a full-time teacher begins to become evident only at age 65. That little idiosyncrasy pays us well."

---

*William S. Dutton will be remembered as the author of "Dr. Meister's Beautiful School" in the June 1955 National Parent-Teacher. A veteran contributor to national magazines, he spent the past year touring the country in search of interesting subjects to write about. Hastings College was one of them.*

### Youth Is a Wanderer

Forty members of youth groups from thirty-two countries will go abroad this year under grants from the Unesco Youth Travel Grant plan. They are to study out-of-school educational methods for youth, such as those of Red Cross youth organizational work, student movements, youth hostels, young worker activities, and governmental programs for youth. The students will go from region to region, not merely to nearby countries. They will return to use at home the knowledge and experience they have gained in their travels.

\* Eight girls employed by cooperative stores in Zurich, Switzerland, will spend a year in Stockholm, Sweden, working in similar establishments there. As preparation they studied the Swedish language and also Swedish trade instructions, price lists, and commodity lists. Six girls from Stockholm will in turn come to work in the cooperatives of Zurich. The work exchanges are sponsored by the International Cooperative Alliance under a plan initiated by Unesco.

### Diplomas with a Difference

Now you can get a "European" diploma—if you go to secondary school in Luxembourg. Graduates of the European School will receive a diploma that is recognized not only in Luxembourg but in Belgium, France, the Federal Republic of Germany, Italy, and the Netherlands. The course is carefully planned to fulfill the requirements of the school systems in all the countries concerned. Each child is taught his native tongue, but he learns the other languages as well. From the second year, communal lessons are given in certain subjects. International exchanges of all kinds are encouraged. Graduates of the European School should be able to contribute in important ways to international understanding.

\* On the other side of the world, pupils at the Village Institute at Jombuang village, Thailand, must meet an unusual entrance requirement: They must come from a "barren" area in jungle territory. The boys live at the Institute for five years, working and studying English, Thai, agriculture, forestry, construction building, printing, mechanics, road building, jungle clearing, meal planning and cooking, care of buildings and grounds, and washing and ironing. On graduation, each boy is expected to return to his own barren area as a teacher. There he will try to introduce better sanitation, safer drinking water, new types of vegetables to supplement rice, and improved livestock. Life at the Institute is kept simple and down-to-earth so that when the boys go home to teach they will be content to stay there. Through projects like this one Thai educators hope to raise cultural, social, health, educational, and economic levels for the thousands of villages in the kingdom.

### Gifts That Last

Letters to Father Christmas from British children in 1947 contained an unusual request: "Please make my little brother [or sister] well for Christmas." The sick children—three or four hundred of them—had tuberculosis, and there was no more room in British sanatoriums. Somehow many of the letters found their way to the Greenland Department of the Danish Foreign Office. Sympathetic volunteers were soon sending gifts to the sick children as a silent expression of Anglo-Danish friendship.

Then someone had an idea. In Denmark there were no waiting lists for t.b. patients. So beds in Danish sanatoriums were made available to British children. Danes in Britain and Britons in Denmark contributed money. Many welfare and government bodies cooperated. Finally



it was possible to pay for the transportation, keep, treatment, and welfare of the sick British children and even to provide for their instruction by an English teacher. Best of all, 95 per cent of the children who went to Denmark came back cured.

\* "To give orphan children a home life in which they will feel as loved as they would be by their own parents." This is the difficult goal set for himself by Father Murcia, founder and director of the Children's City, near Bogotá, Colombia. One of the most advanced projects yet to be developed for the care of orphans, the Children's City is a pleasant and modern little village that includes a church, a school, and ten residences, each housing twenty-five children. Each residence is in charge of a couple, who see that every child in their "family" receives his share of love, freedom, and responsibility.

There is no severe discipline at Children's City, no walking in ranks, no bells or other signs of institutional regimentation. The boys themselves elect a municipal council and a president of the city. One of the things these officers have done is to establish a public library.

When his boys have finished school, Father Murcia carefully considers their wishes and abilities and finds jobs for them. But he insists that they never really leave him. Wherever they are, he says, "they remain my sons."

### The Will to Freedom

"Life is not complete if one is to leave one's wife behind in a veil," says the husband of Mrs. Bilquis Ghuffran, a social worker in India and a leader in the emancipation of Indian women. Emancipation of women has made rapid strides in Moslem countries during the last ten years. Pakistan has two women ambassadors; Egypt, two women members of Parliament. In Pakistan there are now twenty-five women's colleges, including medical and law schools—an increase of 500 per cent in ten years. In Morocco the Ministry of Justice is working on a new divorce law that will strip Moroccan men of the ancient right to divorce their wives simply by repeating "I divorce thee" three times. Under the old life, says Dr. Saniyya Habbub, a prominent woman physician of Lebanon, "women had no liberties. Liberty entails responsibility. But it is its own compensation."

# WITHOUT

# Love,

**Mention the subject of love and all of us smile knowingly. Ask us to define it, and most of us speak haltingly, if at all. Yet tucked away in the old saying "'Tis love that makes the world go 'round" is a world of truth that scientists are just beginning to explore.**

*This is the fifth article in the 1957-58 study program on the school-age child.*

WITHOUT LOVE, WHAT LUSTER? The answer is simple and significant: "Without love, no luster at all—no real joy, no creativeness, no trust in one's fellow man." To be given the opportunity to talk with parents and teachers about love is to be trusted with a responsibility that can hardly be taken lightly.

Science has in recent years been proving what the family of man has sensed since before the dawn of history—that love not only lends luster to life but is essential to genuine aliveness. Scientific studies show, for instance, that without love babies do not thrive. Without love growing children are hampered in their social development and their emotional adjustment even when their physical needs are satisfactorily met; and their schoolwork suffers accordingly. *With* love, enough love, well-nourished babies and children develop normally and learn happily, taking their school tasks in stride.

How does a child feel inside when he knows he isn't deeply valued—that is, when love is missing? Psychiatrists try to explain the feeling by saying he is "emotionally insecure." Using the same language,

they describe the child who knows he is loved as "emotionally secure." Such a youngster faces life and its changeful events with equanimity and poise. In his freedom from anxiety and misgivings he is himself living evidence that love is a positive force in human development. Here, then, is a subject of vital concern to every parent and teacher, worthy of their careful and concentrated thought.

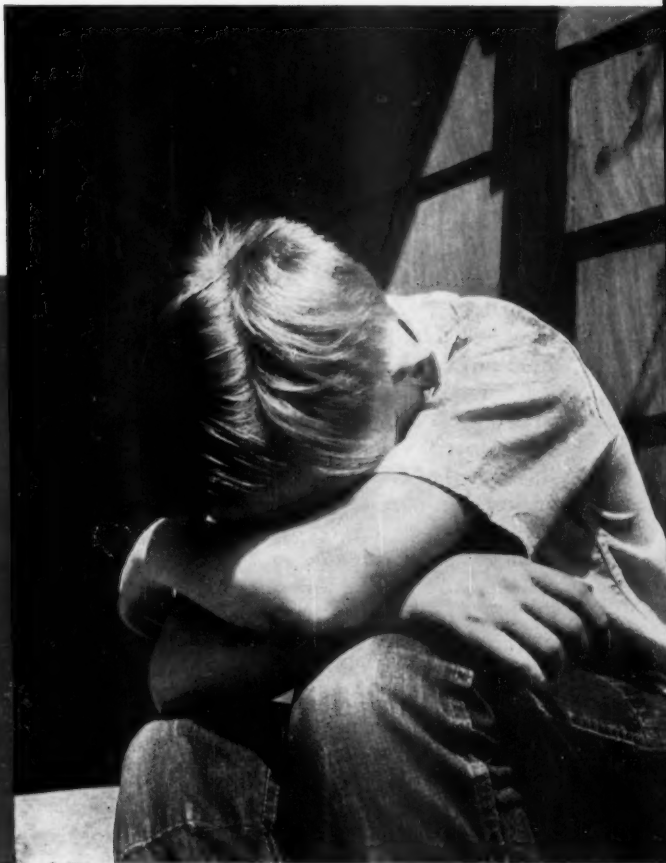
## **Lights That Failed**

To my knowledge, thirty thousand teachers in fifteen states have felt this vital concern in the past eighteen years. For during that period my colleagues and I, first at the University of Chicago and then at the University of Maryland's Institute for Child Study, have guided that many teachers through a study of children's behavior in the classroom. To discover the *why's* of classroom behavior each of these teachers kept records of individual youngsters for three years. We were especially interested in analyzing the case histories of children whose behavior in the classroom showed them to be emotionally inse-



DANIEL A. PRESCOTT

# What Luster?



© Luoma Photos

cure. But we were not at all surprised to find that these boys and girls felt unloved, unvalued in their own homes. There were, we discovered further, definite reasons why they felt that way. Our experience would seem to warrant these four generalizations:

*First*, a child may be separated from one or both parents—usually by death, divorce, or desertion—and may have found no loving parent-substitutes to care for him.

*Second*, a child may be unloved because his parents were unloved as children and never learned to give or receive love. Contrary to popular belief, love is not instinctive.

*Third*, a child's parents may really love him but become so preoccupied with their own problems that they do not show him the affection they feel—the affection he needs and craves.

*Fourth*, a child may be loved, perhaps deeply loved, by his parents. But again he is hardly aware of their feeling for him because they are constantly putting some kind of pressure on him—to be "good," to excel in his schoolwork, to be a credit to them in

one way or another. These so-called training pressures often arise in families that are socially ambitious or steeped in a cultural tradition that sets great store by certain types of achievement. Too often, parents in such homes will discipline their children by wielding the most destructive weapon in the world—the threat of withdrawing their love.

Obviously the school can do little or nothing about these damaging situations. As every teacher knows, many unhappy, bewildered school children have felt unloved at home ever since babyhood, much to the detriment of their development. And here is where the school can exert a saving influence on children who come there in desperate need of affection and understanding. Teachers who sense this need and supply it can affect the whole future of a love-lacking child. Unfortunately, in these days of crowded classrooms and overburdened teachers, such loving attention is not readily to be had. When it does enter into the child's school experiences, it is, according to the findings of our study, a lucky accident rather than an occurrence to be expected.

## On Loving and Being Loved

Love, then, is the greatest of all needs. In discerning that fact we may perhaps come close to understanding a great law of life. But what is love? It has been described in myriad ways; yet when we look for a clear, scientific statement of what love is, we look in vain. Popular music, motion pictures, television, and best-selling fiction do not help us. Here we find only a romantic myth that deludes many young people and often leads to disillusionment early in marriage—when they face the facts and responsibilities of family life. That is why I turned to the literature of science and biography in my quest for a definition-in-depth. As a result of that quest I have drawn up a number of ideas about the qualities of which love is composed. They are presented here in the hope that each reader will test them thoughtfully against his own experience and decide how valid they are.

\* *Love involves empathy with (or "feeling with") the loved one.* When you love someone you actually share his inner experiences and sense their effects. As the psychiatrist Harry Stack Sullivan says, "If another person matters as much to you as you do to yourself, it is quite possible to talk with this person as you have never talked with anyone before." In other words, the sharing of feelings that is a part of love permits a tremendous depth of understanding that gives the two people a deep sense of security.

\* *When we love someone we are deeply concerned for his welfare, his growth, his happiness.* In fact, so deep is our concern that it becomes one of the major values in our own personality. This, of course, is the most fundamental of all the qualities of love. As Sullivan says, when a person loves, he values the loved one as highly as he values himself.

\* *The person who loves takes pleasure in making all his resources available to the loved one.* Strength, time, money, mind—all are offered happily to enhance his happiness and welfare. This means that a loving person acts with and on behalf of the loved one whenever his resources are needed. It does not mean that the loving should smother the loved, as a parent may smother a child's self-development by directing every detail of his life.

\* *A loving person accepts fully the uniqueness and individuality of the loved one and accords him freedom to experience, to act, and to become what he desires.* The truly loving parent does not seek to mold his children's future or to relive his own life through theirs. Instead he encourages each one to shape his own growth, his own "becoming," even while setting whatever limits are necessary for health and safety. Setting limits that are appropriate to a child's maturity and his capacity for understanding is a way of expressing our love for him. It keeps him from getting mentally confused and from appraising the world unrealistically. Equally essential, however, is

our unfailing respect for his possibilities, his becoming "what it is in him to be."

\* *The benign effects of love are shared by the loved and the loving alike.* Love is a reciprocal dynamic force that adds luster to the lives of all who have been so fortunate as to learn to give and receive it.

\* *Love is not rooted primarily in sexual drives, though these play some part in all love.* For love, as Erich Fromm points out, implies care, responsibility, respect, and understanding. Sexual relationships can be unbelievably enriched by love, but the essence of love is the valuing of another person—not an erotic expression.

\* *Love not only molds the personality; it nourishes the spirit and enlarges the soul.* Through the experience of love many children as well as adults gain insight into other human beings and become aware of the forces that organize and guide the universe. To love is to feel fulfilled and thus to have a sense of kinship with all other people and with God. Thus love makes it easier for children and youth to accomplish the developmental task of building good will between themselves and mankind in general. When we are loved we trust and have faith in those who love us. In this way we learn what it is to have trust and faith in our fellow men. Being loved, therefore, provides a strong base for developing an abundant faith in man and God.

## A Subject for Serious Study

I hope these seven observations may be of some help to parents in analyzing their own childhood experiences, their relations with each other, and their experiences with their children. This is, admittedly, only a first and inadequate attempt on my part to get at the real nature of love. But what has been set down here has grown out of a careful examination of the concepts and research findings of a number of scientists whose distinction gives weight to any view they may express on the subject with which they are professionally concerned.

It is not without significance, I feel, that love is today receiving serious attention from research workers—a fact that was not true even twenty-five years ago. Science is now able to split the atom and launch satellites into space. Is it not heartening that science also seeks to know the laws underlying a force that can bind people together in concern for one another's welfare and growth?

---

*Daniel A. Prescott, one of the country's foremost specialists in child development, is director of the Institute for Child Study at the University of Maryland. Among his many important contributions is the study mentioned in his article—helping teachers toward a deeper understanding of the emotional needs of children. The results of this work are the basis of his new book The Child in the Educative Process.*

# Many (Sob) Happy Returns

ART BUCHWALD

MANY PEOPLE HAVE WRITTEN, asking how to give a party for a four-year-old child. We happen to be an expert on this subject, just as Elsa Maxwell is an expert on giving parties for the Duchess of Windsor and Gwen Cafritz is an expert on giving parties for the justices of the Supreme Court.

Only last Saturday we gave a party for a four-year-old in our palatial rented apartment in Paris. Four-year-olds all over town are still talking about it.

It was an inexpensive party, as children's parties go, although no expense was spared in making it one of the social events of the season.

Here is an itemized list of what it cost us, which we print on the theory that other parents might want to know what expenses are involved. This is for a party of eight.

Ice cream . . . . .	\$ 4.50
Two cakes . . . . .	5.30
Candles . . . . .	.40
Paper hats . . . . .	3.30
Toys for table . . . . .	4.80
Balloons . . . . .	1.00
Sandwiches . . . . .	2.50
Milk . . . . .	.85
Orange juice . . . . .	.90
Repairs to two Louis XIV chairs . . . . .	93.50
Cleaning of one Gobelin tapestry . . . . .	105.30
Complete rewiring of piano . . . . .	65.30
New insides for victrola . . . . .	94.00
Re-covering of all furniture in living room . . . . .	150.00
Bribe to concierge . . . . .	13.50

This is an incomplete list, as the estimates on revarnishing the floor and repairing the telephone have not been submitted yet.

WHEN a four-year-old holds a birthday party there are certain formal rules of behavior to be observed.

He should stand by the door, a smile on his face, hand outstretched and should say as each guest arrives: "What did you bring me?"

The guest should then hand over the parcel to the host, who immediately drops to the floor and starts thrashing at the string. The guest should never help the host open the package, as the host may think he has designs on the gift.

When all the guests have arrived with their mothers or nurses, and all the gifts are opened and counted to make sure everyone has brought one, the guests are invited into the living room.

FOR the next fifteen minutes the guests can gather in groups around the host's toys, which he has brought out to let them play with. They are, incidentally, usually his oldest toys: torn teddy bears, broken trucks, one-armed soldiers, a two-wheeled tricycle. The good stuff is stashed away in his room where he will keep it until he is sure every guest has gone home.

Meanwhile the father of the host should be taking indoor motion pictures of this historic event. It is perfectly permissible to ask one of the mothers of the guests to hold the lights for him, but he should make every effort to watch his language as soon as he blows the fuse.

The mother of the host should spend these fifteen minutes admiring the beauty of the other children, and playing down the charm of her own children.

If a guest clobbers the host over one of his new toys, the mother of the host must insist on the host turning over the toy to the guest. Then she must take the host into the bathroom and

hold him in her arms until he finishes crying.

Once the preliminaries are over, the main event in the dining room takes place. The host is placed at the head of the table, and the guests are ranged on both sides. Paper hats are put on, and noisemakers are distributed. Then the birthday cakes with the candles are brought in.

Everyone screams with delight, but the cakes cannot be cut until the father has motion pictures of the historic event. Usually he's in the process of changing film at this moment, and the festivities must be held up. This can cause consternation at the table and some vicious fork waving. (If the pictures aren't taken as quickly as possible someone is always stabbed.)

After the cake the ice cream follows, and the milk or orangeade. Then the host blows on his noisemaker, which is the signal for all children to climb on their chairs. But the guests must wait until the host climbs on the table before they follow suit.

AFTER THE MEAL, the female members retire to the living room to tear out the slip covers, while the males stay in the dining room eating chocolate cigars and climbing the drapes.

A successful four-year-old party should not last more than two hours. The signal for the end of the party is when all the guests and the host are crying at the same time.

It's polite for the host, on bidding his guests farewell, to thank them for coming to his party. But in all the history of four-year-old parties, it's never been known to happen.

Copyrighted by the New York Herald Tribune Syndicate; reprinted by permission. Mr. Buchwald is a noted columnist.



## WHAT'S HAPPENING IN EDUCATION?

### My Wife Collects People

• When the director of this department turns foreign correspondent, his dispatches on adult education are delightful as well as informative.

"I WON'T FLY," declared my wife. "I loathe flying. I absolutely loathe it."

She said this in November when we began to talk of another trip to Europe.

In January she still said, "I won't fly. I'm scared."

I reminded her that one airline alone had made sixty-six thousand trans-Atlantic flights without accident. I explained patiently that airplanes now carry more than half of all passengers crossing the Atlantic.

"I'm still scared," she said. "I like ships."

"So do I," I agreed. "But I can be away only a month. I don't propose to spend half of it on ship-board. Why don't you go by steamer and meet me in London?"

"I'll fly," she said. "But just remember, I loathe it. I'll take a pill, and I won't remember a thing."

So at sunset one fine September evening we

boarded a big, safe-looking DC 7. My wife forgot to take a pill. From Boston to some place off Nova Scotia she enjoyed a filet mignon dinner. Then the stewardess pulled the window curtains. We took off our shoes, reclined the seats, and five hours later saw the dawn break over Ireland. At eleven-thirty the wheels gently touched the London airstrip. By one o'clock we had unpacked in our comfortable room in the English-speaking Union near Berkeley Square and were in the lobby ordering tickets for the evening performance of the famous Promenade Concert in Albert Hall.

"Well, that trip wasn't so bad, was it?" said I.

"I still prefer ships," replied my wife.

During the next thirty days my wife became well acquainted with airplanes. We traveled on a kind of "migrating bird" special ticket now sold by all trans-Atlantic air services. Your \$643 round-trip ticket to Rome entitles you to stopovers at sixteen major European cities. That old joke about Americans touring seven countries in seven weeks has been updated. Europeans say that Americans now rush through six countries in ten days!

If you have Europe on your mind, look into this fly-around-Europe scheme. Our experience will suggest what you can do on a budget of thirty days:

After a week in Britain, including a two-day trip to Oxford and the Cotswolds, we flew one morning at eleven-thirty to Copenhagen. Friends met us at two p.m.

Following a long week end we took off again at ten o'clock, arriving at one p.m. in Zurich, Switzerland. Next morning in the sun we circled Lake Zurich and then left at two p.m., arriving in Rome as the sun set over the famous seven hills. After two perfect weeks in Italy, the noon plane from Milan put us back in London in time for the theater.

Few places in Europe seem to be more than three hours from any other place when you travel by air. In thirty days we enjoyed four countries, using up in transit time only thirteen hours. And at no extra cost. Actually there's a saving, because all the airlines feed you generously and well every hour on the



An afternoon of sewing and good talk, a common sight in the streets of Italian towns.



hour (sometimes it seems every half hour). Coach fares to and from airports remain lower than in the United States. The air services look after your baggage, and they will even make hotel reservations for you. So flying takes much of the burden and worry out of European travel.

"Don't bore people with long-winded stories of our trip," warns my wife. "And don't show them any of those hundreds of pictures you took unless they *insist* on seeing them."

How can I write anything after that?

She can't object too much, however, if I tell you what she collects. All tourists collect something. A woman I met in London told me with a mad glint in her eye how she had that day penetrated to the musty corner of an obscure antique shop. There she had found and bought (for a song) not one but three butler's trays of special design made before 1830.

Others collect postcards or autographs on dollar bills. Some bring back leather pants from Bavaria and leather pocketbooks from Florence, carved wooden bears from Switzerland, gloves from Paris—all manner of items that can be found for less in the United States because skilled American store buyers, like Kilroy, were there first.

My wife, however, collects what no buyer can bring back. She collects people. In Copenhagen the young Royal Danish naval officer she "collected" on the *Queen Mary* two years earlier invited us to a three-hour Danish lunch at his suburban home. In Zurich young Peter Muller, a deck-chair friend from the *Mauretania*, introduced us to the unforgettable native cheese fondue. We had tea at Amen Court in London near St. Paul's Cathedral with Canon Cochburn, a chance breakfast companion in 1950. He introduced me to English "bloaters."

In England also we spent Sunday at Croydon with the Reids, fast friends since we met on the excursion steamer to Scotland's wind-swept Iona. With another friend of former travels, John Turnbull, we drove through the matchless charm of England's byways and hedgerows. To these friends of earlier travels my wife added new names—newly weds in Florence, the hostess of a sight-seeing bus (perhaps I collected her), and a New Orleans couple. The New Orleans husband's card reads:

*Retired*

*No phone No address No money No business*

Our lengthening Christmas card list reads like a United Nations roster. Frequently the names come to life on the telephone ("Hello, I have just arrived at Idlewild Airport"), giving us an opportunity to entertain in our own home friends found abroad.

I can recommend my wife's collecting hobby. Friends, unlike souvenirs, add nothing to the critical weight limits of baggage. They do not require dusting. They are a source of endless pleasure. Anyone can learn this kind of collecting. You can do it



Studying one of Zurich's city guides. When you seek a particular place you dial it with handy knobs. A visual marker shows the location. You will find city guides like this in most major cities. Why not in the United States, I wonder?

with a smile and a simple English sentence, "Where do you come from?"

• • • • •

Now a veteran of European travel (any trip more than one makes you a veteran) I am frequently asked questions ranging from "Is it safe to drink the water?" to "Don't you find the money confusing?" Let's take a few of these:

*Is it safe to drink the water?*

I like water and I drank it from Oslo to Rome. Delicious water. No bad after-effects. I've been told to avoid water in remote towns, but I haven't been in any remote towns.

*I don't speak anything but English. Will I be able to get along?*

An illustration will serve here. Into our Rome hotel restaurant came an American with his five-year-old daughter. In studied school-learned Italian he asked the headwaiter for a table. "What did you say, Daddy? What did you say?" demanded his young daughter. The American sighed, "I wish I knew, baby."

He needn't have struggled. The headwaiter spoke English. Nearly all Europeans serving travelers speak English. Throughout Europe English has become the standard second language taught in the schools. And you yourself will have fun picking up bits and pieces of a second, third, or fourth language.

My only complete language failure came in a Paris left-bank restaurant when I tried to order steak medium-well done. I finally settled for filet of sole.

*Don't you have to watch all the time to keep from being cheated?*

If I was cheated I am blissfully unaware of it. You'll find the prices posted for everything—meals, hotels, merchandise. The prices mean what they say. Hotels and restaurants automatically add 15 per cent for service, so you don't worry about tipping.

Guidebooks warn you to expect to bargain in places like Florence's straw market—an open air mart for leather, straw, and almost everything. So dutifully I tried to bargain.

"One thousand lira," said the lady. "Too much," said I. "One thousand lira," said the lady. Even next day it was still one thousand lira.

*Can you get rooms with bath?*

By now most Europeans know that the crazy Americans want a private bath. It costs more, but you can get it in most major cities. You will also find that life somehow will go on without a private bath.

*Don't you find the money confusing?*

Well, yes. I hope to live long enough to find myself changing dollars into uropes, a new all-European currency having exactly the same value as a dollar.

At present all Europe except Britain uses the decimal system. That helps. You carry a handy money conversion chart. My wife goes window shopping with chart in hand. "Look," she says. "Thirteen hundred lira. Imagine! That's only two dollars."

But don't ask me to explain the British guinea.

*Would you recommend going on one of these all-expense tours?*

I've never taken one, so I can't say. They please many people. The tour operators do the worrying about details. Traveling with a tour, you may see much that you might otherwise miss.



Ever hear of "conkers"? London friends—one a city editor, the other a teacher—fight it out to the end. The end is destruction of one of the horse chestnuts threaded on a string. Jamie, aged twelve, soon thereafter routed his elders in this widely played British autumn game.

My wife and I prefer independent travel. She can more readily carry on her hobby of collecting people. We meet and talk to the people of the country, ride their buses, eat at their restaurants, enjoy their parks. And we can get up in the morning when we wish.

We have one rule: When we visit a city for the first time we always take the standard city bus tour. This introduces us to the city's proudest sights and orients us to the street plan. After that we take regular buses and walk. You can see nearly everything on foot.

*Is it safe to walk around in European cities?*

Probably safer than in many American cities. My daughter, who is abroad now, tells me that an unaccompanied girl need have no worry, day or night, in the districts usually frequented by visitors.

*How much does a trip to Europe cost?*

Two people can go to Europe for a month or six weeks for about as much as it costs to buy a new American automobile. To your trans-Atlantic round-trip ticket add twenty-five to forty dollars a day spent in Europe.

You will hear tourists say that it's cheaper to go to Spain or Finland or Sicily. Maybe. Europe today, as far as I can discover, holds no discount travel bargains. You can expect to pay American rates for hotels and restaurant meals. You will find prices in most stores above those in major U.S. cities.

But transportation can still be a bargain. London still charges only four pennies to ride a big red bus from St. Paul's Cathedral across town to Buckingham Palace.

*Any final advice?*

Yes. If your plans include Britain, join the English-speaking Union before you go. Membership admits you to the warm hospitality and many services of the Dartmouth House headquarters in West End. Also to equally gracious centers in Oxford, Edinburgh, and elsewhere. E.S.U. is a club away from home—in many ways a better club than you'll find at home.

Another suggestion: Buy in the United States a special British tourist railroad ticket that takes you a thousand miles anywhere in Britain and Scotland for twenty dollars.

Look into the festivals and special provisions for teachers and other groups. Many European countries now make it easy for you to meet your "opposite numbers."

Call at the tourist information headquarters. As a tourist you are currently Europe's major source of precious U.S. dollars. The red carpet is out. Nearly every tourist information office will help you to enjoy more fully the particular delights of its native land.

Have fun. Send me a postcard.

—WILLIAM D. BOUTWELL



## NOTES from the newsfront



**Westward Ho!**—Americans are still trekking west. The U.S. Census Bureau's latest population estimate, as of July 1, 1956, shows that Nevada had the highest percentage gain and California the highest numerical gain since the 1950 census. But Nevada, despite a whopping 60 per cent rise (from 160,063 in 1950 to 256,000 in 1956), remains the least populous state, with plenty of elbow room. Most populous is New York, with 15,826,000 residents. California, Pennsylvania, Illinois, and Texas are next. In four states—Arkansas, Mississippi, Vermont, and West Virginia—population dropped. Gain for the nation as a whole was 11 per cent. Today's total is estimated to be 172 million.

**Thirty at One Blow.**—A "crash" program to develop a single vaccine that will combat from twenty-five to thirty viruses, including strains of the common cold and measles, is under way at the National Institutes of Health.

**Cash for College.**—Nearly half of American college students come from five-member families with incomes under \$5,000. Average cost of attendance at a public college is \$1,500 a year. Where does the money come from? In 1955-56 a total of \$144 million in scholarships, loans, and campus jobs was available to help students finance their college education. These and other interesting facts on college costs and on types and sources of financial aid are found in two recent publications of the U.S. Office of Education: *Costs of Attending College* (45 cents) and *Financial Aid for College Students: Undergraduate* (\$1.00), both available from the U.S. Government Printing Office, Washington 25, D. C.

**The Living Language.**—Among new words that will be admitted to the 1958 edition of *Webster's New World Dictionary*, according to Wes Lawrence of the *Cleveland Plain Dealer*, are the following: *exurbanite* (a person who lives in the semirural areas

beyond the suburbs but works in the city); *split-level* (a popular type of home architecture); and *brainstorming* (familiar to readers of *New Hope for Audiences*, a publication of the National Congress). Teen talk has made the following new terms old-hat to some parents: *off-beat* (that which departs from the usual or standard); *bug and buff* (both meaning a fan or devotee and often used in combinations, such as *shutterbug* and *jazz buff*); and *cookout* (a back-yard picnic meal prepared over a grill). *Sputnik* and *muttnik* are not likely to make the dictionaries this year.

**"Survival Is Not Enough."**—The theme for this year's March of Dimes emphasizes that, even with the widespread use of the Salk vaccine, the polio fight is far from finished. Not only do large segments of the public still lack this protection, but there still remain 300,000 victims of past polio attacks, many of whom can be restored to lives of usefulness and productivity. Let's not forget our less fortunate "pre-Salk" citizens during the 1958 March of Dimes campaign, January 2 to 31.

**Figures Are for Women.**—Math used to be a man's field. Twenty-five years ago if a woman could calculate a half of two thirds, she was a bluestocking, not a lady. Today if she can't, she's a nitwit. As homemaker and consumer, clerical worker, or professional person, every girl now in school will use some math in the years ahead, says the Women's Bureau of the U.S. Labor Department. In a pamphlet for high school girls, *Is "Math" in the Stars for You?* the labor experts cite the growing shortage of mathematicians and describe a galaxy of career opportunities for qualified women.

**Room for Improvement.**—Our New Year's resolutions are clues to our national character, says Dr. Maurice L. Farber, psychologist at the University of Connecticut. Studying resolutions made by people in the U.S. and Great

Britain, he found that by far the most frequent New Year's resolution among Americans is "To improve my character." But in Great Britain this resolution does not appear at all among those most frequently mentioned. Apparently, according to Dr. Farber, the American has unbounded faith in his capacity to change his personality. He feels he can patch up his character in pretty much the same way as he gets his car repaired.

**Beauty and the Businessman.**—When a top executive reaches the reconstruction period in life he's ready to pay for exterior decorating: \$165 for a toupee, \$15 for hair tinting (besides \$7.50 for each touch-up), and \$200 for contact lenses. Add small change for permanent waves, capped teeth, a face-lifting job, girdle shorts, and elevator shoes and the sum will soon amount to \$5,000. But tycoons will gladly foot the bill—at least so thinks *Sales Management*, a highly respected trade publication. An article evidently written in a serious vein explains just how the businessman can convert booty into beauty. The editors say they expect "a big mail response." Could they be punning?

**Too Much Too Soon?**—American babies are overfed, in the opinion of an eminent pediatrician, Dr. Gilbert B. Forbes of the Department of Pediatrics at the University of Rochester. "Modern mothers are constantly being reminded of the conception that bigger babies are better babies," says Dr. Forbes. As a result, overnutrition is a more common problem than malnutrition nowadays, he points out. He cites the tendency toward earlier introduction of solid foods and the preponderance of bottle-fed infants (proved to be heavier than breast-fed babies) as examples of the overfeeding trend.

**SOS!**—One morning a teacher in an overcrowded classroom began her daily attendance report to the principal with these words: "Help! They're all here!"

# What Women Are Doing in the Services



© U.S. Army Photograph

Mrs. Hayes at Fort McClellan with two young WAC's from her home state of Idaho, Private Roberta Jean Dunham and Corporal Jenny Murdock.

## ANNA H. HAYES

Join us as we interview a past president of the National Congress of Parents and Teachers who is a member of the Defense Advisory Committee on Women in the Services. From her we shall learn some interesting and little known facts about opportunities for women in the U.S. military services.

\* *Mrs. Hayes, won't you tell us something about this committee of distinguished women on which you serve?*

DACOWITS, as we have designated our committee, may be an unfamiliar word to most people. But it is simply a short title for the Defense Advisory Committee on Women in the Services. This committee is made up of fifty women from all sections of our country, each appointed by the Secretary of Defense to serve for a term of three years. Its duties are to advise the Department of Defense on policies affecting women in the military services and to recommend to the Secretary of Defense such measures as will promote more effective use of the particular skills and abilities of women.

Thus we are interested in all phases of the lives of the women in our armed forces—their training, education, housing, health, nutrition, recreation, and also the guidance provided for their spiritual well-being. We are likewise interested in bringing to the attention of the general public—and especially of the parents of young women—information regarding the various opportunities that the military services offer women.

\* *Most of us don't hear much any more about women in the services. In fact, a newspaper columnist recently questioned the need for keeping women in our armed forces at all. He went on to suggest that here was actually a good place to cut appropriations.*

This is all the more reason for making sure that we inform ourselves about the worth of women in the armed forces. Serving on DACOWITS has given me a chance to do a good bit of study on the nine components of women in the services. I have also visited five installations where women are being trained for military service.

\* *What do you mean by "nine components"?*

People in general know that WAC's, WAVE's, WAF's, and Women Marines serve in the Army, Navy, Air Force, and Marine Corps. But of great importance also are the Army Nurse Corps, the U.S. Navy Nurse Corps, the Air Force Nurse Corps, the Army Medical Specialist Corps, and the Air Force Medical Specialists Corps. Those nine branches of the military services add up to make the nine components.

\* *What did you learn from your visits to the five military installations where women are being trained?*

My visits were made in company with other new DACOWITS members, and proved to be a very stimulating experience. At Bainbridge, Maryland, we observed fine, earnest young women, looking most alert in their handsome uniforms, being trained for navy service. The WAC Training Center at Fort McClellan, Alabama, was especially interesting to me because there I met three girls from my home state



of Idaho. Each one appeared to be well content in her work, and I thought their living quarters were really very nice. All were enlistees right out of high school.

When we visited Maxwell Air Force Base, near Montgomery, Alabama, we saw WAF officers and enlisted personnel on duty. We also attended classes of the Air University and enjoyed a most interesting briefing session about the work being done there.

At Gunter, another air force base in Alabama, we observed military nurses as they trained to become flight nurses. Their enthusiasm was contagious. I am sure that each DACOWITS member wishes she too could earn the coveted wings flight nurses wear. We saw planes equipped for transporting the wounded from the field of battle, and we learned about both the responsibilities and the privileges of flight nurses and air force medical specialists. All women in the services are prohibited from serving in any combat capacity, but they are mighty important behind the lines, in military hospitals, and on hospital ships.

Our last visit was to Quantico, Virginia, where women marines are trained. I believe these young women bear out the revered traditions of the Marine Corps in their precision, their skill, their poise and spirit. This is evident from the way they conduct themselves individually.

*• On the basis of your observation and study, how would you answer the newspaper columnist who wondered why we need women in the armed forces when we are not at war?*

Today we have what the President has emphasized as "a military defense program designed for the long pull through an indefinite future." We cannot predict the events of the future, but we do know that we cannot prepare for an emergency without sustaining now a basic corps of well-trained women of the highest moral and spiritual character. Another reason—a very important reason—is that we need more well-trained, well-equipped *men* to meet defense needs. Today the presence of women in the services means that thousands of men can be released for training. *Every woman in the service is performing a task that would require a man if she were not there.*

*• Speaking of tasks, what are some of the opportunities for women in military service?*

There are several hundred specific vocational fields for which women may be trained, depending upon their individual skills and the needs of the services. They can become nurses, dietitians, physical therapists, occupational therapists, supply officers, dental hygienists, communication specialists, and specialists in transportation, logistics, electronics, accounting, or education. I saw women operating highly scientific and delicately balanced machines that bring awe to the minds of lay people.

*• When a girl enlists in one of the services, how long is she expected to serve?*

In the Army, for two, three, four, five, or six years; in the Navy, for six years; in the Air Force, for three, four, or five years; and in the Marines, for three or six years.

Minimum service for reserve officers is two years. During this time reserve officers may apply for commissions as regular officers—that is, *career officers*. As such, they serve on active duty until retirement or until they resign their commission.

*• Are girls permitted to marry while in the service? If so, how many do marry?*

They may marry any time after they have finished their basic training. As long as there are no children, a woman may remain in the service. Unless she becomes pregnant, her period of obligated service is twelve to eighteen months after basic training. The military services all consider a woman's role as a mother to be of the *greatest* importance; hence she is discharged when she becomes pregnant or marries a man with children under eighteen years of age.

Statistics are not available, but it is safe to say that at least half of the young service women marry during their first term of enlistment. Most of those who sever their connections with the military services do so because of marriage.

*• Can the newly enlisted service woman choose what line of work she wants to follow after her basic training? What are her chances for foreign duty?*

Most girls ask those questions, but the answer is not always a definite yes or no. First of all, the young woman must qualify, and the standards are high. The girls are carefully selected for all positions, because we cannot afford to waste their talents when we are considering the defense of our country. By and large, every effort is made to place a girl in the niche she best fits. Sometimes, however, a certain

A WAVE serving with the Navy Hospital Corps School.



© U.S. Army Photograph



© U.S. Army Photograph

A young WAF airman on duty as flight dispatcher in a military passenger aircraft terminal.

field is already crowded, while another field, equally important to the program, may be in dire need of personnel.

As for going to other parts of the world, again qualifications are high, and a reasonable period of experience is essential. At the last count there were 33,646 U.S. service women on active duty in different parts of the world. Of these, 5,606 were outside the continental United States, shore based, and 235 were outside the United States. So you see there are many different opportunities for service.

*\* Does a college graduate have a head start toward a commission?*

All the services are now earnestly seeking qualified women graduates to be commissioned as officers. They are most interested too in commissioning qualified enlisted women who take college-level courses while in the services.

In the medical services field, the Army, Navy, and Air Force give officer commissions to qualified graduate nurses, dietitians, occupational therapists, and physical therapists. There are also excellent programs permitting qualified dietitians and therapists to be given officer commissions and serve their internships in military hospitals. The more education a young woman has, the greater are her opportunities in the services; so the "stay-in-school" policy is emphasized to both women and men.

*\* If a girl makes service in the armed forces her career, when does she retire? What pension will she receive?*

Retirement benefits are the same for women and men—half pay after twenty years' service and three quarters pay after thirty years. The amount of retirement pay, of course, depends upon the rank or rating attained by an individual. Both men and

women accumulate social security benefits while in the armed forces, in addition to retirement pay in accordance with social security laws.

*\* What is the arrangement with respect to furloughs?*

Military personnel are entitled to thirty days' leave (vacation with pay) a year. This may be taken in periods to suit the individual, so long as leave arrangements have the approval of her commanding officer.

And may I just add that the term "furlough" is not used officially any more. It used to be that enlisted personnel went on furlough and officers went on leave. Now everybody has leave.

*\* You mention the interest the armed forces take in the guidance and spiritual well-being of women members. Specifically what is being done?*

I wish everybody could read two brochures produced under DACOWITS sponsorship—*Your Daughter's Role* and *Builders of Faith*. The very fact that DACOWITS sponsored these publications is evidence of the interest the military services have in the spiritual development of all personnel. All military installations hold regular services, and the young men and women in our armed forces readily turn to chaplains of their faith for spiritual and religious guidance.

*\* And now a concluding question, Mrs. Hayes. Do you recommend any particular branch of the service for high school or college graduates? And what, briefly, are the qualifications for enlistment?*

I'll take your first question first. It all depends upon the girl. A junior high school principal told me that after a navy nurse had visited his school, all the girls decided to become navy nurses because they had fallen in love with this officer and her uniform. However, there are almost the same opportunities in each of the services, and in my opinion all the uniforms are exceedingly attractive.

As for qualifications, a high school graduate must be between eighteen and thirty-five years of age. She must be a citizen of the United States, or at least have her first papers. She must be single and have no dependents. She must have good moral and personal recommendations from people in her community. She must be able to pass the physical examination and the written tests that determine her skills and abilities.

It isn't easy, but if a girl makes the grade, she has before her a future that is economically sound and secure, satisfying to her ambitions, and socially pleasant. It is a growth experience leading toward high spiritual attainment. Besides that, she has an opportunity to give patriotic service to her country. It is a great life, and nothing but the calendar keeps me from trying to qualify for it now.

# SHOULD CHILDREN

## Tattle?



© Eric Wahlen, Everett, Washington

The splendid loyalty that children show—the reverence for law we would instill in them—both are valued qualities. Must we encourage one at the expense of the other?

BETTY K. DYCKMAN

AT THE CLOSE OF A P.T.A. MEETING Mrs. Lenning followed me to my classroom. "I'm at my wit's end," she said. "My four- and five-year-old sons quarrel all the time. Have you any suggestions about this tattling business?"

"You know how it is," she continued. "One day when Lloyd, the four-year-old, called out for the umpteenth time, 'Mommy, Mommy, Peter hit me!' I said, 'Lloyd, you'll have to stop this tattling. You know your brother never hurts you. Only babies are unable to fight their own battles.'"

"From that time on I scolded Lloyd every time he snitched on his brother until one day I looked out of the window and discovered him tied to a tree. A small fire was burning not far away. Panic-stricken, I ran out of the house, quickly untied Lloyd, and stamped out the fire.

"For heaven's sake," I asked, "why didn't you call me, Lloyd?"

"Mommy, you told me not to be a squealer. Anyhow, Peter didn't hurt me. We were just playing."

"Now what I would like to know," Mrs. Lenning went on, "is how I can make my children understand that it is *not* tattling when they tell me about

such an incident, but it is tattling when they keep bothering me every time one boy pokes the other."

I couldn't help recalling an interview Edward Murrow had with Pearl Buck on his television program, *Person to Person*. Miss Buck had lamented the fact that American children, in contrast to Chinese children, are taught never to tell on one another.

"Tattling," said Miss Buck, "ought to be encouraged. Rules and laws are made to be obeyed, and children should be taught to respect them. If parents do not know that a child has broken a rule in the home or a law, his sisters or brothers should be expected to tell on him as they do in China."

### Tale-bearers Are Trouble-makers

I am sure that Miss Buck did not use the word *tattle* in the dictionary sense of the term, "to speak idly." In my experience as teacher and parent, I have discovered that a tattler can be a nuisance. In the classroom he annoys everybody by frantically waving his hand to say, "Frank's got a note stuck in his shoe for Ellen" or "Mary's passing around a funny picture of you that says 'Teacher is a clamor girl.'"

But I have found very little squealing, especially on the part of boys, once they reach the gang stage. From that time on, group loyalty is a fetish with them. I learned this after the following experience:

One morning I entered my classroom to find it a shambles. Books and papers were strewn all over the floor and splattered with ink. Notebooks the class had spent hours in making were torn to bits. Desks were badly defaced. The school authorities questioned the students, first in my class and then throughout the school, but discovered nothing. For several weeks the vandalism was repeated in other rooms, but the culprits could not be found. Eventually two of the smallest boys in my class—boys who came from broken homes—were arrested for smashing street lights. The police discovered that these two were responsible for our rash of vandalism.

### **Mistaken Loyalties**

Although a number of our law-abiding students had known all the time who the guilty boys were, they had kept mum. Since the vandals were small and weak, it was not through fear of reprisals that the law abiders were noncooperative. They told the police that they did not want to be "stoolies."

I wanted to help my students change their attitudes. So I asked each boy and girl to interview a policeman or some other law enforcement agent about the reasons for certain specific laws. They brought their reports to class, where we discussed them. The students were so interested that they took up state and national laws, such as those of our Constitution. But we focused our attention primarily on local laws having to do with zoning, the dumping of refuse, and the defacement of property.

Eventually the students came to the conclusion that it is the civic duty of all good citizens to cooperate with the authorities whom they employ to enforce the laws. They decided that if they had done this when their two classmates had committed the first act of vandalism in our room, their parents and other taxpayers could have saved hundreds of dollars. The children in other classrooms would not have lost their cherished belongings, and the two boys might have been sent sooner to foster homes for rehabilitation.

This episode raises the question of when parents should start teaching their children the difference between stool pigeons and good citizens who pass along important information about lawbreakers. Should not this training begin, as Miss Buck suggested in her interview, long before children reach their teens? A three- or four-year-old child can understand the reason for telling a parent that the baby is playing with matches or scissors or gas jets. He may even understand that such information is much more important than telling Mother that Susie is sticking her tongue out at him.

Perhaps if sixteen-year-old Theresa Morey had been taught in childhood the difference between tattling and apprising her elders of things they should know, she might have spared her mother many hours of anguish, and her sister Rose might have received psychiatric treatment a couple of years earlier. The girls' mother came to me for help while I was personnel counselor in a large factory.

"When I got home from work yesterday," she said, "there were my twelve-year-old Rose and a policewoman waiting for me. I couldn't believe my Rose was a shoplifter until the policewoman got me to take her to our attic. Glory be to heaven, you should have seen the stuff Rose had stacked up there—underwear, jewelry, pocketbooks, fountain pens, and all kinds of junk from the five-and-ten! When I asked my Theresa about it—she's sixteen and baby-sits with my three other kids—she told me she had known for a couple of years that Rose was swiping stuff, but she hadn't said anything because she hadn't wanted to be a squealer."

### **Good Neighbor Policy**

If a mother bears in mind that the Golden Rule is the basis for many of our traditions and rules, she can help her child understand why we follow them. When my two-year-old son pulled the tops off our neighbor's tulips he was too young to see why he should not have done so. His six-year-old sister, however, could see that the neighbor's yard was not so beautiful as it had been before the tulips were picked.

And once when Sister had whooping cough, she wanted to know why we warned the other children away. We replied that we did not want to expose them to the disease. As good neighbors we felt it our duty to notify their parents, although there was no law requiring us to do so. This was a time, we explained—one of many—at which the Golden Rule points out what a good citizen should do.

If parents notice that a child has a tendency to tattle overmuch, they should try to discover the reason. Is it anxiety on the part of the child? Is it that he desires the recognition and personal prestige he receives when he snitches on his brother or divulges a confidence? If a child receives the approval of his parent each time he uses discretion, he may find that silence is more desirable than constant tattling. Likewise if he is praised for informing his elders about violating rules and breaking laws, he will in time learn to discriminate between tattling and giving important information.

---

*Betty K. Dyckman, wife of a clergyman and the mother of two, has been a public school teacher and a personnel counselor. She is a member of the National Council on Family Relations, a Great Books discussion leader, and president of the Glens Falls, New York, Writers' Club.*





## BOOKS in review

**THE HAPPY CHILD: A PSYCHOANALYTIC GUIDE TO EMOTIONAL AND SOCIAL GROWTH.** By *Irene Josselyn, M.D.* New York: Random House, 1955. \$3.95.

This is a love story. Not a love story in the ordinary sense, to be sure, but still a story of love in the family circle and the goodness that emanates from it.

The central character is the child, any growing child. The story begins where life begins, at birth, and follows the child's growth stage by stage from infancy through the teen years. Throughout the accent is on emotional growth. As in all stories, complications can be expected. Here they may take such forms as lying, stealing, discipline problems, eating problems, temper tantrums, illness, and running away. The finale? A hope announced in the title: a happy child.

"There's no theoretically correct way to rear a child," Dr. Josselyn writes. The parent who can see things from the youngster's point of view, she explains, is well equipped to help him through a happy childhood and into mature adulthood. Dispensing with rigid rules, she ushers her readers into the inner world of the growing child and presents a glimpse of life from his own eye level. We follow his emotional seesaws, note his wariness, sense his angers, jealousies, and resentments. This is a love story, but the setting is a real world, not a celluloid dreamland. There is no denying here the quarrels and the fussing, the pique and petulance that sometimes ruffle the waters. From birth, says Dr. Josselyn, we have an urge to love and be loved as well as an urge to strike out aggressively. Her story takes the two drives into account, for maturity is the capacity to manage both constructively.

The child's first schooling in group living comes from the family. Frozen food and suburban life leave their imprint no less than cultural traditions dating generations back. And here Dr. Josselyn reminds her readers that what family members experience emotionally together is far more important than what they do together.

The section on adolescence, one of the longest in the book, cannot fail to enlist understanding. Besides the personal difficulties of growing up (and these are presented in their many dimensions), boys and girls face "the superimposed complications of a chaotic world. . . . The degrees with which they are meeting the demands placed upon them . . . should bring more laudatory publicity . . . than they have," she observes.

The author enlists understanding not only for adolescents but for all children. To this end she makes a direct plea: "There is no need to create extra burdens for the child to handle; life itself provides enough."

These pages provide ample evidence that in Dr. Josselyn boys and girls have a special friend. She speaks to us as their interpreter, relays to us what they cannot always say on their own behalf. In her, not only boys and girls but their mothers and fathers have a friend and a wise counselor. Her credentials? Professional study, broad experience, a warm spirit, and a merry heart.

**AS YOU SEE IT.** By *Catherine E. Steltz.* New York: Bureau of Publications, Teachers College, Columbia University, 1956. \$2.95.

Here is what looks like a real find for leaders of discussion groups interested in moral and social problems. *As YOU See It* consists of a portfolio of twenty-four photographs and a handbook of instructions for using them. The pictures illustrate the social problems of youth and the community, of marriage and family life. In one, for instance, we see a young man and a girl on a park bench, the youth turned angrily away from his partner. In another a mother confronts her defiant little girl with an opened, empty purse. The photographs are excellent.

When a picture is shown to a discussion group, each member interprets it exactly as he sees it. Then all members are encouraged to talk freely about the problem suggested by the picture. The discussion, it is hoped, will help individuals to clarify their own feelings and opinions about the problem. This procedure may be used with both teen-agers and adults.

Every leader knows how hard it is to steer the discussion of some controversial point in human relations. These meaningful, often moving photographs, used according to directions, could help people forget themselves and consider important issues in an impersonal way.

Leaders of parent-teacher councils might like to pass the portfolio around among their member P.T.A.'s. It might well spark a number of stimulating discussions.

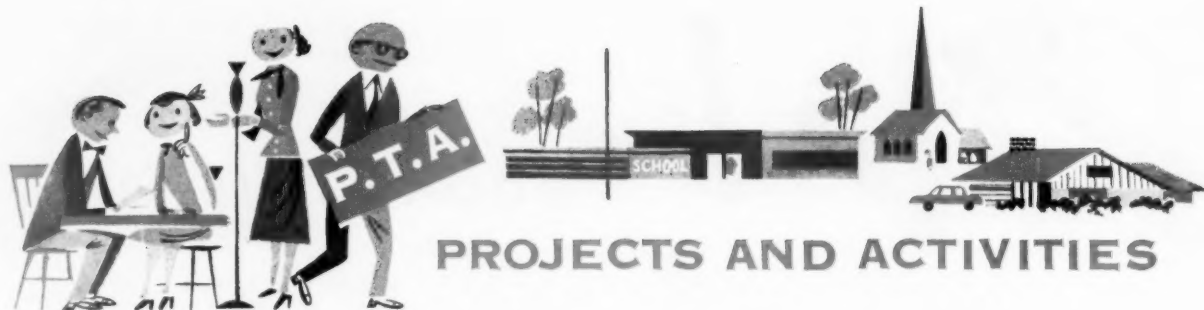
**MAKING BETTER READERS.** By *Ruth Strang and Dorothy Bracken.* Boston: Heath, 1957. \$4.75.

"Reading is everybody's business," the director of our preschool study program and her co-author remind us. Anyone who wants children to be good readers can enjoy this book, though it is primarily a textbook for persons who are teaching or planning to teach in high school, grade school, or special situations such as reading clinics.

The authors trace the development of children's reading skills and describe the various methods that can be used to cultivate these skills. They point out the responsibilities of the school staff in the teaching of reading. An entire section is devoted to the teaching of reading in the content fields and in special groups.

Since a wide variety of reading methods are described, the book provides an excellent survey of the best modern practice. To make theory concrete, numerous case histories are given. Many attractive photographs illustrate situations described in the text.

This compact volume, a model of sound scholarship and clear thinking, outlines all the essential steps for carrying out a successful reading program in the schools. Simply and pleasantly written, it will appeal to everyone who is looking either for an introduction to the field of reading or for practical suggestions that can be applied in the classroom.



## PROJECTS AND ACTIVITIES

# Parent Education Gets New Impetus in Nebraska

LIKE OTHER STATE CONGRESSES, the Nebraska Congress of Parents and Teachers is deeply concerned with helping parents who appreciate the supreme importance of their jobs. For a number of years the congress has promoted parent education through the usual means: distribution of publications and a list of selected films; articles in the state bulletin; district conferences and workshops; and here and there a study course or discussion group. Encouraging as the results have been, the state board of managers felt that some new, powerful impetus was needed—a rocket, as it were, to lift parent education higher in P.T.A. consciousness. They wanted to stir P.T.A.'s all over Nebraska to think parent education, talk parent education, and, above all, organize parent education study-discussion groups.

Since the state convention presents an opportunity to reach a maximum number of local leaders at one time, a two-hour session of the 1957 convention was allocated for launching the Nebraska Congress space satellite. To Calvin Reed, associate professor of elementary education at Teachers College, University of Nebraska, and a consultant to the Nebraska Congress, the convention planning committee assigned major responsibility for designing the project.

The board's directive to Dr. Reed was simple: Stimulate convention delegates to organize more parent education study-discussion groups. Simple, but not easy. What means should be tried? The possibilities were various—a compelling lecture on the values of parent education, a lively panel discussion, or perhaps a demonstration (through role playing) of a study-discussion group in action. These would all be interesting and appealing. Yet people who just listen or look are rarely spurred to act, and action was the aim.

What, then, generates action? First of all, we know that a satisfying experience kindles a desire for more experiences like it. If delegates could actually take part in a study-discussion group, if they could know at first hand how much stimulation and satisfaction come from this method of adult learning, might they not want to join or organize similar groups when they got home? Here was something definitely "worth a try."

### Fuel To Fire Discussion

Now a study-discussion group has to have good, solid, provocative subject matter to wrestle with—something to rouse its members to think creatively about their own practices and attitudes. The best material of this kind, of course, is to be found in the *National Parent-Teacher*, particularly in the three programs especially prepared for study-discussion groups. Dr. Reed selected three articles to use in the experiment: "How Early Does Discipline Begin?" by George Sheviakov (February 1957) for groups that would discuss the preschool child; "New Viewpoints on Discipline" by Dorothy W. Baruch (November 1955) for school-age groups; and "Are Clashes Inevitable?" by Evelyn Millis Duvall (January 1957) for groups studying adolescence. He planned also to use the illuminating study-discussion guides that accompany the articles. Through the cooperation of the National Congress of Parents and Teachers, he secured enough copies of the magazine to provide group members with the articles and guides.

In view of the probable attendance at the session, it seemed reasonable to plan on twenty study-discussion groups of from fifteen to twenty-five people each—five preschool; ten school-age; and five groups on adolescence. Twenty persons competent in leading

discussion and familiar with the subject matter of parent education were selected as leaders. Members of the state board of managers agreed to act as recorders for the groups and as members of evaluation committees. At a luncheon meeting immediately preceding the convention session, the discussion leaders met for a briefing (too brief a briefing, as was learned later) on their particular jobs.

In a short talk at the opening of the session Dr. Reed described what seems to be the most challenging task that parents and teachers face today—the development and maintenance of mental health, their own and their children's—and the help the *National Parent-Teacher* gives them in this task. Its articles, he said, are guides toward the understanding that is essential to mental health—understanding of children, ourselves, parent-child and other human relationships, feelings about ourselves and others, attitudes toward people and life generally. He pointed out ways in which the study-discussion techniques used in P.T.A. parent education groups help us to attain the self-insights that are all-important in guiding the healthy emotional development of children and youth.

After this brief orientation the delegates joined the groups to which they had been assigned. (Each delegate, as he entered the hall, had received a slip of paper bearing the number of a study group.) In each group, copies of the article to be discussed were distributed. Ten or fifteen minutes were spent scanning the article and also the discussion questions in the guide. Most groups selected a few questions on which to focus their discussion. At the end of the discussion period each participant received an evaluation sheet, which asked him to rate the session as outstanding, average, or unsatisfactory and to make whatever comments he wished.

### How High Was the Flight?

What can be said of the outcomes of the experiment? The test of whether or not the Nebraska Congress succeeds in its long-range and primary objective—the organization of more parent education study-discussion groups in the state—lies in the future. It will probably take a year or more to find out how successful the experiment was. It did, however, achieve a high degree of success in its secondary objectives: to acquaint people with the *National Parent-Teacher* and to give them a stimulating and satisfying experience in the study-discussion method of learning.

A current appraisal of the project is based on the delegates' evaluation sheets, the recorders' reports, the personal observations of group leaders and recorders, and informal conversations with participants. About 60 per cent of the participants turned in evaluations. Of these, 110 found the session outstanding, 139 rated it average, and only five were disappointed. Additional written comments were few, but group leaders and recorders heard many favorable oral comments. A number of participants were greatly interested in organizing groups and asked for information on how to go about it. Some participants stayed to continue the discussion after the session had ended. Group leaders and recorders praised the quality of discussion and the high level of members' participation. The recorders' reports show that the problems explored in the *National Parent-Teacher* articles were of real and deep concern and that the study-discussion method of dealing with them was rewarding to most people.

The general evaluation brought to light some dissatisfactions, most of them arising from a shortage of that premium commodity, time. Group members felt they hadn't been given enough time to study the



© A. Devaney, Inc., N.Y.

article. Discussion leaders said they would have felt more confident if they had had more time for preparation. Some participants found the discussion period too short. And if time pressures had not forced some delegates to rush away to other commitments, the evaluation returns might well have been higher.

These are all remediable handicaps, of course. It would certainly be possible to get study-discussion material to the participants earlier. For example, the article might be put in the conference or convention packet or given out at the registration desk, with a note to read it carefully and bring it to a designated session. Or it might be read aloud at the beginning of the group meeting. A longer and earlier orientation session for group leaders, a longer period for discussion, and greater emphasis on evaluation could also be arranged.

Some delegates disliked being assigned to a group. They would have preferred to choose a group dealing with the age level in which they were most interested. Free choice of a group, of course, would make the discussion leaders' preparation and the distribution of articles more difficult, but planners of parent-teacher projects will not let such small obstacles baffle them for very long.

### Pointers for Future Flight Plans

On the basis of the Nebraska experience, Dr. Reed has a few suggestions for groups that may wish to try a similar exciting venture.

1. Find out how many participants are having their first experience in a parent education study-discussion group.
2. Find out how many members are making their first acquaintance with the *National Parent-Teacher*.
3. Get from as many participants as possible definite commitments to organize study-discussion groups, and make a list of their names and addresses.
4. Give copies of the list to state, district, or council chairmen of parent and family life education so that they may make follow-up contacts and supply encouragement and information.

Dr. Reed does say that there is as yet no conclusive evidence that a single experience in a parent education study-discussion group will motivate many participants to organize groups. However, the immediate reactions of the delegates lead him to be optimistic. He has high hopes that the Nebraska Congress has sent a parent education satellite orbiting around the state. Like the parent-teacher leaders who worked with him on this unique convention session, he feels that those who took part in the experiment have gained a greater understanding of how adults best learn what is needed for their own full development, no less than that of their children.

—LEAH KOESTER

*President, Nebraska Congress of  
Parents and Teachers*

## On the Brink of the New Year, 1958

### *Dear Subscriber:*

As we pause to view the long perspective of the days ahead, our first thought is of you. This thought is a warm wish that the New Year may bring to you and your family the best joys that a year can bring.

It is our firm resolve that the *National Parent-Teacher* shall continue to give you the kind of help you want—facts you can trust, suggestions you can use, ideas you can act upon. To this end, wise and noted specialists will write for you about the guidance of children and youth, school issues, and community betterment—all to enrich our children's lives and our own.

When your subscription comes up for renewal, please send in your \$1.25\* right away. Consult the inside of the front cover *now* to find out how to spot your renewal date. If it's February, mail your renewal check *at once* so that you will be sure to receive every issue.

You and the *National Parent-Teacher* are a natural alliance. For many months, perhaps years, you have been turning to its pages for good reading and good counsel. We thank you—and trust you will continue to do so. For together you and the P.T.A. magazine can make this a bright new year for all our children.

*The Editors*

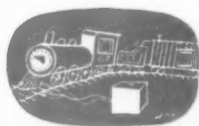
\* Canada, \$1.50; other countries, \$1.75.



### I. PRESCHOOL COURSE

Directed by Ruth Strang

"Can Babies and Careers Be Combined?" (page 4)



#### Points for Study and Discussion

1. According to the authors, under what conditions can babies and careers be combined? Which of the following conditions do you think are the most important?
  - When the health of the child is not neglected.
  - When the child's essential need for mothering is not ignored because of the mother's career.
  - When the mother, having decided to work outside the home, does not feel guilty about it.
  - When some member of the household—a grandmother, for example—is competent and happy in managing the home while the mother is working.
  - When the mother's earnings are necessary to maintain a decent standard of living.
  - When the mother has a cooperative husband, interested in her career.
  - When she knows and cares what is happening to her child.
  - When she is so strongly impelled to continue her career that she feels frustrated if she cannot do so.
2. How has the attitude of women toward combining babies and careers changed over the last fifty years?
3. How does a homemaking career not only fulfill a woman's potentialities but contribute to her service to society?
4. Under what circumstances would it be costly to the family, to the children, and to society for a mother of small children to work outside the home?
5. Not so long ago the birth rate in the United States and some other countries was declining. But during and after World War II there came a sharp increase. It is estimated that today a baby is born in the United States every seven and a half seconds. How do you explain this increase in births? Has it anything to do with the mothers' supplementing the family income?
6. Mrs. Oettinger emphasizes that the decision whether to combine babies with a career should be made on the basis of individual circumstances. How does timing enter into the picture—that is, the age of the mother and the age of the child? How does the parent-child relationship enter in? Can a working mother "listen" to a child and give him a sense of being cared for when her free time with him is limited? How can a mother know whether she has made the right choice for herself and her family?
7. Analyze the following situations to see the reasons why each mother made her choice and what the consequences for the children might be.
  - Marion Allbright was twenty-seven before she married. She had an excellent, though very demanding, position, and when her baby was born she gave it up. At first she resented the amount of physical work involved in the

care of a baby and in keeping house. As time went on, however, she became reconciled to the mechanical details of daily living and devoted herself almost exclusively to her child. Now Donald is four years old, very closely attached to his mother, very insistent on having what he wants when he wants it. Marion, too, has changed. She is finding her life at home easier in many ways than her previous exacting job. She wants to have another baby, but her husband feels that one child is all they can afford. He has never been too happy with Marion's decision to give up her job and the substantial income she had previously contributed.

- Eleanor Brooks definitely planned her life to include babies and a career. She left nothing to chance. She became well established in her career before the first baby was born, took a leave of absence for a year, and repeated the performance two years later when she had her second child. She employed a housekeeper and nursemaid to take care of her children. This service cost more than the salary she was getting at that time, but the expense was not resented by a very cooperative husband. She has gone ahead in her career and given her children the best possible education. The daughter is now entering a career and the son is married, not too happily.
- Helen Kronback married soon after graduation from a secretarial school. She had to work to help support the family. Two children were born, a boy and a girl. Marital friction led to a divorce when they were in elementary school. Soon after the divorce, Helen married again. She was continually worried about her children's failure in school and their behavior problems. Her second husband, however, was most helpful. They moved out of a poor section of the city into a new housing development, with great benefit to the youngsters. For the first time now, Helen is able to stay at home rather than go out to work every day.

#### Program Suggestions

- Divide members into seven subgroups to discuss each of the foregoing questions. After a twenty-minute discussion period, have the subgroups report their best ideas to the group as a whole.
- Invite three groups of women to take part in a symposium on combining babies and careers: one group who have never worked outside the home; one who have worked continuously outside the home, except for a short time when they were having babies; and a third who worked before their babies were born and again after the children had gained some independence from the family.

#### References

##### Books:

- Duvall, Evelyn M. *Family Development*. Philadelphia: Lippincott, 1957.
- Komarovsky, Mirra. *Women in the Modern World: Their Education and Their Dilemmas*. Boston: Little, Brown, 1953.
- Mueller, Kate Heyner. *Educating Women for a Changing World*. Minneapolis: University of Minnesota Press, 1954.

## Pamphlets:

Lawton, George. *Women Go To Work at Any Age*. Altrusa International, 332 South Michigan Avenue, Chicago 4, Illinois. 25 cents.

From Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents each.

Applebaum, Stella B. *Working Wives and Mothers*.

Gruenberg, Sidonie M., and Krech, Hilda Sidney. *The Modern Mother's Dilemma*.

## Articles in the *National Parent-Teacher*:

Gruenberg, Sidonie M., and Krech, Hilda Sidney. "The Many Lives of Modern Woman" (condensed from the book). March 1953, pages 31-40.

Miller, Frieda S. "Why Do Women Work?" September 1952, pages 16-18.

Nye, F. Ivan. "Two-Job Mothers." November 1957, pages 16-18.

Zimmerman, Kent A., M.D. "Baby's Demands and Parent's Desires." April 1957, pages 25-27.

## Films:

*Family Circles* (31 minutes), McGraw-Hill.

*Marriage Today* (22 minutes), McGraw-Hill.

*Obligations* (17 minutes), Instructional Films.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Without Love, What Luster?"  
(page 18)



### Points for Study and Discussion

1. What relation does being loved have to emotional security, according to Dr. Prescott? What things do you usually think of as requirements for emotional security? How effective is each of these alone? In the biblical sense, "Without love, they are nothing."

2. Analyzing situations that cause children to be emotionally insecure, the author lists the loss of one or both parents. James Bossard (see "References") says, "One out of every five marriages in the United States in recent years has been a remarriage for one or both of the spouses." Discuss what this sequence of loss and gain of parents may mean to children. Also consider what substitutes for loving relationships may be found in small and large families, as related in Bossard's book, Chapters V and VI.

3. Another cause of insecurity, says Dr. Prescott, is some parents' inability to understand love and to love. Discuss this point in connection with the seven qualities or characteristics of lasting love defined by Mrs. Duvall in her article. (See "References.")

4. In what ways may "training pressures" conceal parents' love from children?

5. "Love involves empathy with (or 'feeling with') the loved one." Review and discuss Mrs. Overstreet's article (see "References") for an analysis of the stages of "feeling with."

6. Why is a word of caution added to the author's statement that one who loves finds pleasure in making his resources available to the loved one? If carried to the extreme, what does this do to each of them?

7. What ways have you observed—at home, at school, or in the community—in which the "uniqueness of an individual" is valued?

8. In summary, what bearing does a child's feeling of being loved have on (a) his relations with other people; (b) his ability to have faith in God; and (c) his ability to extend his concern for other people to those not seen, even in other countries?

## Program Suggestions

\* One of the films listed below might be useful to start a discussion of this topic. For example, *A Two-Year-Old Goes to the Hospital* shows a temporary break in the close relationship of a little girl to her parents, the efforts to establish a similar relationship at the hospital, and the child's difficulty in reconstructing close ties with her mother when she comes home.

\* Dr. Prescott refers to the instability of children who have lost their parents and who do not find adequate parent substitutes. This suggests that there are underprivileged children for whom our communities need to provide such substitutes. It might be of value to ask individual group members to make reports at the meeting on how your community tries to provide substitute care and loving concern for (1) children who have lost their parents and are under institutional care; (2) children or youth who have been adjudged delinquent and are under court supervision; (3) children whose families cannot provide for them adequately; and (4) children who are hospitalized for long periods or are in institutions because of physical, mental, or emotional handicaps.

\* Case records of several children who are lacking in emotional stability and of several others who are well adjusted might be presented for discussion by different members of the group. Some of the books listed under "References" present such case records—those by Dr. Prescott and by Grace Langdon and Irving W. Stout, for example.

## References

### Books:

Bossard, James H. S. *Parent and Child: Studies in Family Behavior*. Philadelphia: University of Pennsylvania Press, 1953. Chapters V and VI.

Fromm, Erich. *The Art of Loving*. New York: Harper, 1956.

Langdon, Grace, and Stout, Irving W. *These Well-adjusted Children*. New York: John Day, 1951.

Prescott, Daniel A. *The Child in the Educative Process*. New York: McGraw-Hill, 1957.

Soddy, Kenneth (editor). *Mental Health and Infant Development*. New York: Basic Books, 1956.

### Pamphlets:

Redl, Fritz. *Understanding Children's Behavior*. Bureau of Publications, Teachers College, Columbia University, New York 27, New York. 60 cents.

Science Research Associates, 57 West Grand Avenue, Chicago, Illinois. 60 cents.

Neisser, Edith G. *How To Live with Children*.

Olson, Willard C., and Lewellen, John. *How Children Grow and Develop*.

*Your Child from Six to Twelve*. Superintendent of Documents, Washington 25, D. C. 20 cents. Pages 23-31.

### Articles in the *National Parent-Teacher*:

Comly, Hunter H., M.D. "Can They Be Spoiled by Love?" November 1955, pages 23-25.

Duvall, Evelyn Millis. "Are They Too Young for Love?" March 1954, pages 4-6.

Overstreet, Bonaro W. "Stages of 'Feeling With,'" December 1952, pages 16-18, and "The Verb Is 'To Love,'" September 1955, pages 14-16.

### Films:

*Early Social Behavior* (11 minutes), Encyclopaedia Britannica Films.

*He Acts His Age* (15 minutes), McGraw-Hill.

*Mother-Child Relations* (22 minutes), René Spitz, 1150 Fifth Avenue, New York 28, New York.

*A Two-Year-Old Goes to the Hospital* (60 minutes), New York University Film Library.

### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Is Youth Lost in the Wilds of Suburbia?" (page 10)

#### Points for Study and Discussion

1. Your author gives some impressive figures to indicate that the suburban areas are our fastest growing residential sections. When more than nine million persons have flocked to the suburbs since 1950, something powerful must be at work. What are families seeking in their moves to the outer rims of our big cities? Is it the fresh air and the space that Dr. Havighurst mentions? Is it to have a place to call their own—a home, a garden, a yard for children, and a pet or two? Is it for better schools and community facilities? Is it, perhaps, to live near "our kind of people"? What lies back of this "flight to the suburbs"?

2. Dr. Havighurst makes a distinction between the older established suburbs, like Scarsdale, Shaker Heights, Grosse Pointe, Winnetka, and Pasadena, and the new developments that have in recent years pushed into cornfields and orchards. We see these new sections as we drive out in the country almost any Sunday. The farm where we used to buy our apples or oranges is now, we find, a new housing development with row upon row of ranch-type single-family dwellings. Where the older suburbs stressed large houses built to meet the particular requirements of certain fairly well-to-do families, these new suburban homes are mass-produced to give the greatest amount of comfort and convenience for the lowest possible cost. This means two things: (a) similarity of homes and of way of life and (b) suburban living within the reach of millions of American families. Where once only the prosperous, well-established business or professional man could live in a suburban community, now almost any young family can find something outside of town within their price range—on a thirty-year mortgage. Are there advantages in the "middle-class way of life" opening up to large numbers of families? What are the problems involved?

3. The chief concern over suburban living is that of conformity. The worry is that not only are our houses mass-produced but our children too are being turned out to resemble each other. Your author does not see this extreme emphasis on conformity as inevitable. Rather he sees several things that families in Suburbia can do to promote individuality in their children: (a) Encourage firsthand contact with families from different backgrounds and cultures. (b) Provide a wide variety of school and community activities that would give recognition to many talents, interests, and personality types. (c) Reduce the stress placed on sophisticated social activities for children and youth in favor of more simple, spontaneous, less competitive social life. (d) Help young people establish their own sense of selfhood by deliberately teaching them to differ, to stand up for their own values, to be what Riesman calls "inner-directed." What can you, as a parent and a P.T.A. member, do? Are Dr. Havighurst's suggestions feasible? In line with your dreams for your own children?

#### Program Suggestions

• Organize your meeting around an earnest effort to become acquainted with some of the main ideas in the current concern about conformity. You might plan for one or more book reviews that would bring to your group the thinking of some of the most widely discussed modern critics of our way of life, such as David Riesman's *The Lonely Crowd* and William H. Whyte's *The Organization Man*. (See "References.")

Since these books are so "meaty," you will want to plan a good part of program around them, allowing plenty of time for discussion of their salient points.

• Arrange a symposium or a panel on the question "What Are the Advantages and the Disadvantages of Suburban Living?" Be sure to get representatives of the various points of view and encourage full, frank appraisal of the problems as well as the promises of life in the suburbs.

• Invite a group of senior high school students to meet with you and to discuss the pressures for conformity that they feel in the school and community. Just what is it that exerts the greatest pressure toward "being like all the others"? How does an individual teen-ager feel these pressures? How is he or she rewarded for conforming? Punished for nonconformity? What situations best encourage a young person to be true to himself?

• If yours is a community where many families are either moving in or moving out, many of your adolescents may have difficulty in adjusting to school and social life. You may want to organize your program around this problem that adolescents face when their families move to a new place. Pertinent sources are Peter H. Rossi's *Why Families Move* (Free Press, Glencoe, Illinois) and Robert Sheehan's "We've Been Transferred" in *Fortune* for July 1957, pages 116-200.

#### References

##### Books:

Lindner, Robert M. *Must You Conform?* (Lecture series.) New York: Rinehart, 1956.

Riesman, David. *The Lonely Crowd: A Study of the Changing American Character*. New Haven, Connecticut: Yale University Press, 1950.

Secley, John R.; Sim, R. Alexander; and Loosley, E. W. *Crestwood Heights: A Study of the Culture of Suburban Life*. New York: Basic Books, 1956.

Spectorsky, A. C. *The Exurbanites*. Philadelphia: Lippincott, 1955.

Whyte, William H., Jr. *The Organization Man*. New York: Simon and Schuster, 1956.

##### Articles in the *National Parent-Teacher*:

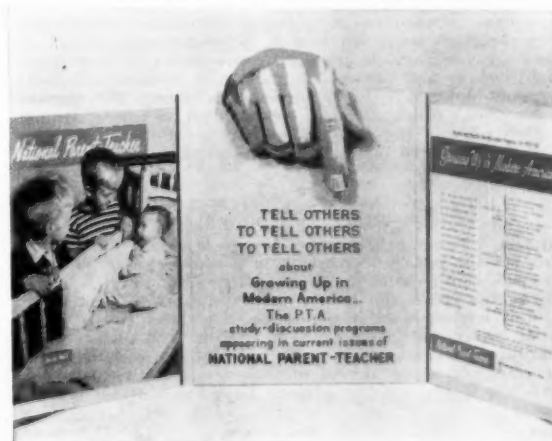
Duvall, Evelyn Millis. "Community Codes by Common Consent." December 1954, pages 8-10.

Ferguson, Charles W. "What Enterprising Youth Can Do." January 1956, pages 4-7.

Misner, Paul J. "Stress and Strain in Suburbia." December 1957, pages 14-16.

##### Film:

*Parents Are People Too* (15 minutes), McGraw-Hill.



© Jon's Studio



## MOTION PICTURE previews



### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

#### FAMILY

*Suitable for children if accompanied by adults*

**All Mine To Give**—Universal-International. Direction, Allen Reisner. A young Scotch couple come to Wisconsin during the eighteen-fifties to settle and rear a family. The people of the village help them build their cabin, and the husband gets a job in a wild, rough logging camp. When the family numbers six, a series of disasters strikes. The father dies of diphtheria, the mother of typhoid, and the oldest boy fights to keep the children out of an orphanage. Through it all we have the feeling that here is a close, loving family. Unfortunately the resolution of the plot does not have sufficient depth and descends into sentimentality. Leading players: Glynis Johns, Cameron Mitchell.

Family	12-15	8-12
Matter of taste	Possibly	Mature

**April Love**—20th Century-Fox. Direction, Henry Levin. Student reviewers enthusiastically agreed that this film is both wholesome and pleasant in its treatment of young people. In a few short weeks in the country, Pat Boone (who has been paroled by a Chicago judge to his uncle and aunt for racing in a "borrowed" car) wins the affection of a wild horse, fifteen dollars for singing, the love of his aunt and uncle, a trotting race, and the hand of the girl next door (Shirley Jones). Said a teen-age reviewer, "A rare film that combines fresh, happy music and songs, a touch of humor, romance, and a heart-warming plot." Leading players: Pat Boone, Shirley Jones.

Family	12-15	8-12
Good	Very good	Very good

**Rockabilly Baby**—20th Century-Fox. Direction, William F. Claxton. Here is a picture so loaded with the supposedly noble sentiments of an outsider (a former fan dancer) in a small town that one's sympathy turns to the townspeople themselves. They are, however, an unpalatable assortment of stereotypes. Smart-looking and efficient, the newcomer enchants the local principal and graciously organizes a teen canteen with the aid of the town's ruling dowager. Her children, of course, assume leading roles in the social life of the town's young people. Shallow, hackneyed material. Leading players: Virginia Field, Douglas Kennedy.

Family	12-15	8-12
Fair	Boring	Understandable

**Sad Sack**—Paramount. Direction, George Marshall. The adventures of "Sad Sack," the World War II cartoon character, have become classic farce in the movies. Here Jerry Lewis is at his best as the rookie who is hilariously comic in his blundering physical ineptness yet who possesses a memory like a small univac, which fortunately foils the villain. The plot is brisk and the direction vigorous. Jerry restrains his mugging, relying instead on expert timing and fine acting. A good farce for the whole family. Leading players: Jerry Lewis, David Wayne.

Family	12-15	8-12
Good	Good	Good

#### ADULTS AND YOUNG PEOPLE

**Bitter Victory**—Columbia. Direction, Nicholas Ray. A confused but occasionally interesting dramatization of the conflict between two officers with dissimilar personalities. The lieutenant, an archaeologist, is a questioning intellectual, who at the same time is bold and realistically militant. (He ran away from the girl he loved because he was afraid of losing his freedom.) The captain, who married the girl, is a sensitive, conforming officer, regarded as a "professional coward" by the lieutenant. Both men are sent to head a commando raid on German headquarters in Bengasi. When the captain is unable to kill a sentry in cold blood, the lieutenant is forced to step in and do the job. The captain's hatred of his rival grows, until fate intervenes in the shape of a tarantula. Leading players: Richard Burton, Ruth Roman.

Adults	15-18	12-15
Uneven	Too mature	No

**Cabiria**—Lopert. Direction, Federico Fellini. The qualities that gave *La Strada* its brilliant reputation are once more evident in this tale of a young prostitute who never gives up her dream that some day someone will marry her. Once again Giulietta Masina plays an appealing waif whose forlorn dignity and amazing resilience enable her to withstand the blows of cruel fortune. And once again her husband directs with rare poetic insight. Leading players: Giulietta Masina, Amedeo Nazzari.

Adults	15-18	12-15
Excellent of its type	No	Too mature

**The Colditz Story**—D.C.A. Direction, Guy Hamilton. This fast-paced, suspense-filled melodrama is supposedly based on the true story of the many men who struggled to escape from a heavily guarded, remote German prison-castle and of the few who did. The grimness that one would suppose such efforts entailed is lacking. Instead, the prisoners display the frolicsome high spirits of schoolboys competing in an honor sport, and the German commandant seems to dissolve at times into a stern but humane schoolmaster. Leading players: John Mills, Eric Portman.

Adults	15-18	12-15
	Lively, entertaining melodrama	

**Decision at Sundown**—Columbia. Direction, Budd Boetticher. Randolph Scott rides into Sundown to stop the wedding of the town bully, whom Scott believes to be responsible for his wife's suicide. His act of daring jolts the citizenry into action. Leading players: Randolph Scott, Noah Beery.

Adults	15-18	12-15
Western fans	Western fans	Western fans

**Escape from San Quentin**—Columbia. Direction, Fred F. Sears. A hardened criminal enlists the aid of a first offender and former pilot (who is disturbed over his wife's request for a divorce) in an airplane escape from an honor camp. A third prisoner forces his way into the grim party. A swift procession of beatings and murders follows, with the pilot forced to become an unwilling accomplice. There is a sudden soft touch at the end when the pilot aids in the escaped murderer's capture. Leading players: Johnny Desmond, Merry Anders.

Adults	15-18	12-15
Poor	Poor	Poor

**Flood Tide**—Universal-International. Direction, Abner Biberman. A sincere, if superficial and melodramatic, attempt to show that





*Flood Tide* features Michel Ray in the role of a crippled boy and Cornell Borchers as his mother.

devotion is not enough for a crippled child; he must also have a chance to live. This little boy has become a tyrant whose twisted mind and destructive impulses will not permit anyone to come between him and his pretty, widowed mother. Frightened by a man's attentions to her, the child testifies falsely in court that he saw him commit a murder. The next-door neighbor, who loves the mother, suspects the testimony. In his roundabout efforts to gain the boy's respect and thereby possibly learn the truth, he grows fond of the boy, as the child does of him. A happy ending is in store, but not before the child goes through considerable suffering and self-discipline. Leading players: George Nader, Michel Ray, Cornell Borchers.

<i>Adults</i>	15-18	12-15
<b>Good but uneven</b>	<b>Mature</b>	<b>Very mature</b>

**Gervaise**—Continental. Direction, René Clément. Zola's powerful but sordid tale is directed with brilliant clarity by René Clément, outstanding French director, and acted with pathos and warmth by Maria Schell. Naturalistic treatment brings out all the filthy living conditions, weaknesses, and bestial aspects of the hapless poor in nineteenth-century Paris. In contrast, there are one or two brief scenes of poignant gaiety, when Gervaise's birthday is celebrated in her laundry shop. For a short time she lives happily with a kind husband, earns money, achieves self-respect. But when her husband injures his back and deteriorates into a slovenly drunkard, life becomes too much for Gervaise. Leading players: Maria Schell, François Perier.

<i>Adults</i>	15-18	12-15
<b>Matter of taste</b>	<b>Generally too mature</b>	<b>No</b>

**Ghost Diver**—20th Century-Fox. Direction, M. White. A routine adventure story about a search for buried treasure in South American waters. Skin-diving scenes will interest enthusiasts of the sport. Leading players: Forrest Tucker, Peter Cushing.

<i>Adults</i>	15-18	12-15
<b>Mediocre</b>	<b>Matter of taste</b>	<b>Matter of taste</b>

**The Hard Man**—Columbia. Direction, George Sherman. Here is the old western formula of the cattle baron, his unfaithful wife, and the deputy sheriff hero who does not succumb to her wiles. The hero, we learn, is a deputy because he likes to kill as much as he likes to see justice done. After the usual number of fights and killings, the hero comes to doubt himself. At the critical moment when his enemy faces him, he holds his fire, hesitating long enough to permit a fickle female to intervene and tie up things in a neat package. Leading players: Guy Madison, Valerie French.

<i>Adults</i>	15-18	12-15
<b>Western fans</b>	<b>Western fans</b>	<b>Western fans</b>

**Jailhouse Rock**—MGM. Direction, Richard Thorpe. Elvis Presley plays himself in this success story about another popular singer. The action begins in jail (scene of his first rock 'n' roll number) and reaches its climax in a luxurious apartment. A hackneyed, blown-up tale with cheap human values. Leading players: Elvis Presley, Judy Tyler.

<i>Adults</i>	15-18	12-15
<b>Poor</b>	<b>Poor</b>	<b>Poor</b>

**Kiss Them for Me**—20th Century-Fox. Direction, Stanley Donen. War heroes on unofficial leave have a lively romp in this film based on Frederic Wakeman's novel *Shore Leave*. A publicity officer obtains for them the only hotel space available in San Francisco, a plush suite reserved for VIP's. The men proceed to gather up other servicemen and girls, girls, girls, and are all set for a continuous spree. It takes some fairly nimble maneuvering to avoid receiving the admiral's orders, delivered by way of ensigns and chief petty officers. One student reviewer commented, "The gag-type humor is good and keeps the story moving faster than does the action." Leading players: Cary Grant, Jayne Mansfield.

<i>Adults</i>	15-18	12-15
<b>Fair</b>	<b>Mature</b>	<b>No</b>

**Lafayette Escadrille**—Warner Brothers. Direction, William Wellman. A nostalgic, sentimental tale of World War I, seen through the eyes of young Americans who joined the French Legion before America entered the war. The film depicts their training, the camaraderie of young men, their dogfights with the enemy, their matter-of-fact courage, and the love of one for a French girl. Leading players: Tab Hunter, Bill Wellman, Jr.

<i>Adults</i>	15-18	12-15
<b>Nostalgic, well produced</b>	<b>Mature</b>	<b>No</b>

**Man on the Prowl**—United Artists. Direction, Art Napoleon. A sex-starved maniac beats a girl to death and threatens a foolish young mother and her two sons. This picture is not freshly conceived as horror melodrama, nor does it possess compassionate or psychological insights. Production values are mediocre. Leading players: Mala Powers, James Best.

<i>Adults</i>	15-18	12-15
<b>Mediocre</b>	<b>Poor</b>	<b>No</b>

**Man in the Shadow**—Universal-International. Direction, Jack Arnold. A western brought up to date takes on a gangster-like complexion. Orson Welles, an evil ranch owner who rules his town by intimidation, and Jeff Chandler, small-town sheriff and 100 per cent hero, slug it out in scenes of extreme violence. In the process a cowardly town is somehow awakened to its responsibilities. A tense, action-filled western. Leading players: Orson Welles, Jeff Chandler.

<i>Adults</i>	15-18	12-15
<b>Poor</b>	<b>Poor</b>	<b>No</b>

**Mustang**—United Artists. Direction, Peter Stevens. The hero of this indifferently photographed western is a magnificent mustang called Autumn Moon. The owner of a ranch whose mares are being drawn away by a wild stallion orders his new hand to find the horse and shoot him. He also offers a professional horse killer a fee for doing the same job. The cowboy, with the help of the owner's daughter, captures and trains the animal, in spite of the horse killer's attempts to destroy him and the horse. Leading players: Jack Beutel, Madalyn Trahey.

<i>Adults</i>	15-18	12-15
<b>Routine western</b>	<b>Routine western</b>	<b>Routine western</b>

**Ordet**—Kingsley International. Direction, Carl Dreyer. Based on the drama by pastor-playwright Kaj Munk of Denmark and awarded the Golden Lion, the Grand Prize of the Venice Film Festival, *Ordet* (meaning "The Word") is a tender, richly spiritual film about simple farmers and fishermen living on the west coast of Jutland. This drama of men's faith and the wonders it can bring to pass tells the story of a demented theological student and the miracle he performed because one child believed. The photography is exquisite; the cast is in consistent key; and the direction is warm, perceptive, and nobly controlled. Leading players: Henrik Malberg, Brigitte Federspiel.

<i>Adults</i>	15-18	12-15
<b>Excellent</b>	<b>Mature but excellent</b>	<b>Mature</b>

**Pal Joey**—Columbia. Direction, George Sidney. This watered-down version of the stage show still retains much of the racy, roistering qualities of the original. Frank Sinatra, needless to say, is the perfect Joey—wiry and graceful, with the wit of the gutter and a charm that the girls seemingly cannot resist. Rita Hayworth is properly hard and flashy as an ex-strip-tease artist who is now a wealthy society widow and will stop at almost nothing to keep her young man. Pretty Kim Novak is less skillful as the good girl. The Rodgers and Hart music is exceptionally fine. Leading players: Frank Sinatra, Rita Hayworth, Kim Novak.

<i>Adults</i>	15-18	12-15
<b>Matter of taste</b>	<b>No</b>	<b>No</b>

**Paths of Glory**—United Artists. Direction, Stanley Kubrick. A grim melodrama of trench warfare during World War I is given meaning by the heroic devotion of a French colonel to his men. The tired remnant of an infantry regiment, due for

leave, is suddenly ordered to take a strongly fortified position. Their attack fails miserably, and many of them are killed. To cover up its blunder, the sadistic French command orders a court martial, demanding that one man from each company stand trial. The colonel, formerly a well-known trial lawyer, is permitted to defend them. The picture builds up slowly to a terrifying climax, then drops to a rueful, compassionate close. Leading players: Kirk Douglas, Ralph Meeker, Adolphe Menjou.

Adults	15-18	12-15
Good	Mature	Mature

**Sayonara**—Warner Brothers. Direction, Joshua Logan. The villain in this romantic tale of love and marriage between American military men and Japanese girls is prejudice. Major Marlon Brando, jet ace of the American air force, falls in love with Japan's beautiful première dancer. Despite rigid Japanese traditions surrounding the dancing school and despite American military rules and prejudice, they ultimately marry. The major's glamorous romance with a showgirl lacks the sweetness and dignity of the love of one of his airmen (Red Buttons) for a Japanese girl. Settings are continuously interesting in Technirama and Technicolor, and production values are excellent. Leading players: Marlon Brando, Red Buttons.

Adults	15-18	12-15
Good	Very mature	No

**Spanish Affair**—Paramount. Direction, Donald Siegel. A colorful Spanish travelogue serves as background for this story of an American architect who wishes to build a modern hotel in Spain. He hires a pretty half-gypsy interpreter to travel with him as he interviews strategic people to gain their consent. Spanish actors and actresses in bit parts add interest. Leading players: Richard Kiley, Carmen Sevilla.

Adults	15-18	12-15
Good	Very mature	No

**Steel Bayonet**—United Artists. Direction, Michael Carreras. This film describes with documentary realism a grim incident of the war in Africa in 1943. A battle-weary British contingent expecting well-deserved leave is suddenly ordered to the front to hold a hill against the Germans. Although they are badly outnumbered, they stand fast until their mortally wounded captain is able to radio their artillery to shell the spot. Leading players: Leo Genn, Kieron Moore.

Adults	15-18	12-15
Good of its kind	Mature	Grim

**The Tarnished Angels**—Universal-International. Direction, Douglas Sirk. Based on the novel *Pylon* by William Faulkner, this sordid drama in black-and-white Cinemascope describes the life of a stunt pilot, his parachuting wife, and their child as they follow a cheap circus during the depression days of the thirties. As the film opens, a young boy is being taunted by a group of grease monkeys about his dubious paternity. Rock Hudson, a reporter, rescues him and so inadvertently becomes mixed up in the destinies of the strange trio. Leading players: Robert Stack, Dorothy Malone, Rock Hudson.

Adults	15-18	12-15
Well-produced, sordid drama	No	No

## 16MM FILMS

**Beginning To Date**—Encyclopaedia Britannica Films. 12 minutes. Emphasizing that consideration for the feelings of others is the basis of good manners and courtesy, this film uses familiar social situations at the junior high level to demonstrate etiquette in asking for dates (and accepting!), telephoning, and behaving at parties and dances.

**Community Responsibilities** ("What Do You Think?") Series—McGraw-Hill. 11 minutes. When a committee calls on a neighbor to request him to head a community project, a vigorous debate ensues on the point at which civic duties become an infringement on personal liberty. Many valid arguments on each side of the issue are brought out as the committee seeks to persuade him, and the decision is left unresolved. An equally vigorous debate is sure to follow the showing of this film as the audience is asked "What do you think?"

**Not by Chance**—National Education Association. 28 minutes. Lively, colorful production distinguishes this film depicting a young girl's decision to enter the teaching profession, her college training, student teaching experiences, and successful first day in her own classroom. Excellent for vocational guidance programs to interest young people in teaching and to promote a realization that "not by chance" will our schools gain effective new teachers.

## MOTION PICTURES PREVIOUSLY REVIEWED

**The Abominable Snowman**—Children, yes; young people and adults, science-fiction fans.

**Action of the Tiger**—Fair.

**As Alligator Named Daisy**—Light entertainment.

**The Baby and the Battleship**—Amusing.

**Back from the Dead**—Children, no; young people, second rate; adults, poor.

**Bayou**—Children and young people, skip; adults, poor.

**The Black Patch**—Poor.

**Blinkety Blank**—Fun.

**Bombers B-52**—Good of its type.

**The Careless Years**—Children, poor; young people and adults, superficial.

**Chicago Confidential**—Children, no; young people and adults, poor.

**The Curse of Frankenstein**—Poor.

**Deadlier than the Male**—Children, no; young people, mature; adults, good of its type.

**The Devil's Hairpins**—Good of its type.

**Doctor at Large**—Children, yes; young people, amusing; adults, moderately amusing.

**The Domino Kid**—Children, no; young people and adults, poor.

**Escapade in Japan**—Entertaining.

**Forty Guns**—Children, poor; young people and adults, silly.

**Four Bags Full**—Children, no; young people, mature; adults, matter of taste.

**The Fuzzy Pink Nightgown**—Children, no; young people, mature; adults, matter of taste.

**A Girl in Black**—Children and young people, no; adults, matter of taste.

**The Girl in Black Stockings**—Children, mature; young people and adults, second-rate thriller.

**God Is My Partner**—Mediocre.

**Gunfight Ridge**—Mediocre.

**Hear Me Good**—Thin.

**The Helen Morgan Story**—Children, no; young people, mature; adults, matter of taste.

**The Hired Gun**—Western fans.

**How to Murder a Rich Uncle**—Children, mature; young people and adults, entertaining.

**The Invisible Boy**—Entertaining science fiction.

**The James Dean Story**—Poor.

**Jet Pilot**—Children, no; young people, poor; adults, matter of taste.

**Joe Dakota**—Children and young people, good western; adults, western fans.

**Johany Trouble**—Poor.

**The Joker Is Wild**—Children, no; young people, mature; adults, dull.

**Jungle Heat**—Poor.

**Lady of Vengeance**—Children, poor; young people and adults, mediocre.

**The Last Bridge**—Children, mature; young people and adults, excellent.

**Los Girls**—Children, sophisticated; young people and adults, fair.

**Mae of a Thousand Faces**—Children and young people, mature; adults, good.

**Mr. Rock and Roll**—Children and young people, matter of taste; adults, no.

**Moonlight Monsters**—Science-fiction fans.

**My Gun Is Quick**—Children and young people, no; adults, matter of taste.

**My Man Godfrey**—Entertaining.

**The Mystery of Picasso**—Children, mature; young people, mature, art students; adults, excellent.

**Night of the Demon**—Fair.

**Nick**—Children and young people, delightful; adults, charming.

**No Down Payment**—Children, no; young people, mature; adults, excellent production values, theme poorly developed.

**A Novel Affair**—Children, no; young people, mature; adults, amusing.

**Omear Khayyam**—Lavish action picture.

**Operation Mad Ball**—Children and young people, a lot of laughs; adults, amusing farce.

**Outlaw's Son**—Children and young people, poor; adults, matter of taste.

**The Pajama Game**—Children, yes; young people and adults, amusing.

**Perri**—Children and young people, mature; adults, disappointing.

**Portland Exposé**—Children and young people, confusing; adults, matter of taste.

**The Pride and the Passion**—Excellent spectacular.

**Pursuit of the Graf Spee**—Excellent semidocumentary.

**Quantos**—Children and young people, skip; adults, poor.

**The Rising of the Moon**—Children, very mature; young people, good but mature; adults, excellent of its type.

**The Roots**—Children and young people, mature; adults, unusual and interesting.

**Search for Paradise**—Entertaining travelogue.

**Slaughter on Tenth Avenue**—Children, mature; young people and adults, good.

**Slim Carter**—Fair.

**The Spanish Garden**—Children, mature; young people, yes; adults, old-fashioned.

**Story of Mankind**—Children and young people, very poor; adults, poor.

**Stowaway Girl**—Children, no; young people and adults, mature.

**Street of Sinners**—Children, no; young people, very poor; adults, poor.

**The Sun Also Rises**—Children, no; young people, mature; adults, matter of taste.

**Sweet Smell of Success**—Children, no; young people, mature; adults, matter of taste.

**The Three Faces of Eve**—Children, possibly too mature; young people, abnormal psychology fascinatingly presented; adults, excellent.

**3:10 to Yuma**—Good western.

**Time Limit**—Children and young people, mature; adults, excellent.

**Tip on a Dead Jockey**—Children, mature; young people and adults, routine melodrama.

**A Town Like Alice**—Children, mature; young people, good; adults, mature but good.

**The Truth About Mother Goose**—Children, a bit mature; young people and adults, interesting.

**Under Fire**—Fair.

**The Unholy Wife**—Children, no; young people, mature; adults, matter of taste.

**The Unknown Terror**—Children and young people, very poor; adults, poor.

**Until They Sail**—Children and young people, no; adults, matter of taste.

**Valeria**—Children, no; young people, mature; adults, matter of taste.

**The Violators**—Children and young people, mature; adults, well-acted social drama.

**A Visit with Pablo Casals**—Excellent.

**Will Success Spoil Rock Hunter?**—Children, mature; young people and adults, clever farce.

**Womas in a Dressing Gown**—Children, no; young people, mature; adults, interesting.

**Womas of the River**—Children, no; young people, mature; adults, matter of taste.

**Young and Dangerous**—Children and young people, good; adults, thought-provoking.

**Zero Hour**—Fair.

HONORARY VICE-PRESIDENTS: Miss Ellen G. Lombard, Mrs. Fred M. Raymond

## DIRECTORY OF THE BOARD OF MANAGERS, NATIONAL CONGRESS OF PARENTS AND TEACHERS

### OFFICERS

#### NATIONAL PRESIDENT

Mrs. Rollin Brown, 1134 North Orange Drive  
Los Angeles 38, California

#### AIDES TO THE PRESIDENT

##### FIRST VICE-PRESIDENT

Mrs. James C. Parker, 1729 Union Boulevard, S.E.  
Grand Rapids 7, Michigan

##### SECOND VICE-PRESIDENT

Dr. J. C. Moffitt, Provo Public Schools, Provo, Utah

#### VICE-PRESIDENTS

Mrs. L. E. Burr, 1127 Strong Drive, Las Vegas, Nevada  
Mrs. Ruth Gagliardo, 1108 Ohio Street, Lawrence,  
Kansas  
Mrs. Cecil S. Garey, 1626 Monsey Avenue, Scranton  
9, Pennsylvania

Mrs. Bertram Hadley, North Weare, New Hampshire  
Mrs. A. L. Hendrick, 504 Road of Remembrance,  
Jackson, Mississippi  
Mrs. Ralph Hobbs, Cataula, Georgia

Mrs. Fred L. Keeler, 1824 Collins, S.E., Grand  
Rapids, Michigan  
Mrs. Jennelle Moorhead, Emerald Hall, University  
of Oregon, General Extension Division, Eugene,  
Oregon

#### TREASURER

Mr. James H. Snowden, 3703 Washington Street  
Wilmington, Delaware

#### SECRETARY

Mrs. L. W. Alston, The Highlands, Apt. 510,  
1914 Connecticut Avenue, N.W., Washington 9, D. C.

#### IMMEDIATE PAST PRESIDENT

Mrs. Newton P. Leonard, 341 Sharon Street  
Providence, Rhode Island

### NATIONAL CHAIRMEN OF STANDING COMMITTEES

#### AUDIO-VISUAL SERVICES:

Mrs. Louise S. Walker, 3233 Livingston Street,  
N.W., Washington 15, D. C.

#### CHARACTER AND SPIRITUAL EDUCATION:

Mrs. A. O. Halslip, 1324 North Thirty-fourth  
Street, Birmingham, Alabama

#### CITIZENSHIP:

Mrs. Albert Solomon, 1605 Xavier Street, Denver  
4, Colorado

#### CONGRESS PUBLICATIONS:

Mrs. James P. Ryan, 309 West Holly Street, Phoenix,  
Arizona

#### COOPERATION WITH COLLEGES:

Mrs. Edith McBride Cameron, 805 Seagle Building,  
Gainesville, Florida

#### EXCEPTIONAL CHILD:

Mrs. C. F. Schmidt, 607 South Menlo Avenue,  
Sioux Falls, South Dakota

#### HEALTH:

Henry F. Helmholtz, M.D., 799 Third Street, S.W.,  
Rochester, Minnesota

#### HIGH SCHOOL SERVICE:

Mrs. C. Wheeler Detjen, 420 South Gore, Webster  
Groves 19, Missouri

#### INTERNATIONAL RELATIONS:

Mrs. Durand Taylor, 24 Fifth Avenue, New York  
11, New York

#### JUVENILE PROTECTION:

Mrs. E. L. Church, 1004 Homecrest, Kalamazoo 26,  
Michigan

#### LEGISLATION:

Mrs. Clifford N. Jenkins, 30 Deerpath, Norgate,  
Roslyn Heights, Long Island, New York

#### MEMBERSHIP:

Mrs. Jack C. Greig, 240 Locust Street, Hammond,  
Indiana

#### MENTAL HEALTH:

Dr. W. Carson Ryan, 1303 Mason Farm Road,  
Chapel Hill, North Carolina

#### NATIONAL PARENT-TEACHER MAGAZINE:

Mrs. Joel L. Burkitt, 1323 South Frisco, Tulsa 19,  
Oklahoma

#### PARENT AND FAMILY LIFE EDUCATION:

Dr. Ralph H. Ojemann, Iowa Child Welfare Research  
Station, State University of Iowa, Iowa  
City, Iowa

#### PRESCHOOL SERVICE:

Mrs. W. C. Storey, 2832 Minot Avenue, Cincinnati  
9, Ohio

#### PROGRAMS AND FOUNDERS DAY:

Mrs. John E. Hayes, Box 72, Twin Falls, Idaho

#### PUBLICITY:

Mrs. Leon S. Price, 308 Cumberland, Dallas, Texas

#### READING AND LIBRARY SERVICE:

Mrs. Aaron E. Margulis, 1664 Certo Gordo, Santa  
Fe, New Mexico

#### RECREATION:

Miss Dorothea Lenach, Director of Recreation, 115  
City Hall, Portland, Oregon

#### RURAL SERVICE:

Dr. John S. Carroll, Department of Education,  
University of California, Santa Barbara College  
Campus, Goleta, California

#### SAFETY:

Mrs. P. D. Bevil, 2911 Twenty-fifth Street, Sacramento  
18, California

#### SCHOOL EDUCATION:

Dr. Paul J. Misner, 666 Greenwood, Glencoe,  
Illinois

### PRESIDENTS OF STATE BRANCHES

LOUISIANA: Mrs. George B. Walther, Jr.,  
636 West Prien Lake Road, Lake Charles

MAINE: Mrs. Philip J. Gildart,  
15 Katahdin Street, Bangor

MARYLAND: Mrs. Cecil E. Ewing,  
R.R. 4, Elkton

MASSACHUSETTS: Mrs. Robert F. Mayers,  
271 Davis Street, Greenfield

MICHIGAN: Mrs. Charles W. Neldrett,  
62 Mariva, Pontiac

MINNESOTA: Mrs. S. E. Struble,  
Wymond

MISSISSIPPI: Mrs. Richard R. Priddy,  
308 Keener Avenue, Jackson

MISSOURI: Mrs. Frank B. Leitz,  
6832 Locust Street, Kansas City 10

MONTANA: Mrs. Clara Munger,  
517 Sixth Avenue, Helena

NEBRASKA: Mrs. A. W. Koester,  
931 Toluca, Alliance

NEVADA: Mrs. Walt Brinkerhoff,  
Box 858, Lovelock

NEW HAMPSHIRE: Mrs. Laverne Bushnell,  
508 Marlboro Street, Keene

NEW JERSEY: Mrs. Philip A. Hyatt,  
155 Union Avenue, Rutherford

NEW MEXICO: Miss Recene Ashton, New Mexico  
Western College, Silver City

NEW YORK: Mrs. C. Meredith Springer,  
19 Muncie Road, Babylon, L.I.

NORTH CAROLINA: Mrs. J. Zebulon Watkins,  
2124 Beverly Drive, Charlotte

NORTH DAKOTA: Dr. O. A. DeLong,  
State Teachers College, Mayville

OHIO: Mrs. Russell S. Moore,  
5925 Olentangy Boulevard, Worthington

OKLAHOMA: Mrs. W. Fred Scott,  
1421 South Daugherty, Oklahoma City

OREGON: Mrs. Russell Case,  
11902 S.W. 60th Avenue, Portland 19

PENNSYLVANIA: Mrs. Horace H. Johnson,  
2241 Lenett Road, Bridgeville

RHODE ISLAND: Mrs. Harold J. Gildea,  
75 Auburn Street, Pawtucket

SOUTH CAROLINA: Mrs. J. C. Dowling, Jr.,  
Gaffney

SOUTH DAKOTA: Mrs. H. J. Watson,  
608 Wiswall Place, Sioux Falls

TENNESSEE: Mrs. L. M. Graves,  
900 North Barksdale, Memphis

TEXAS: Mrs. W. D. de Grassi,  
1005 West Tenth Street, Amarillo

UTAH: Mrs. H. Cecil Baker,  
719 South Sixth East, Logan

VERMONT: Mrs. James Craig,  
Peacham

VIRGINIA: Mrs. W. W. Kavanaugh,  
2252 Lincoln Avenue, S.W., Roanoke

WASHINGTON: Mrs. Arthur Skelton,  
5415 Beach Drive, Seattle 16

WEST VIRGINIA: Mrs. Delmas Miller,  
2925 University Avenue, Morgantown

WISCONSIN: Mrs. James Lohr, 1918 South  
Seventeenth Street, Sheboygan

WYOMING: Mrs. Rupert Kocherhans,  
Lovel

### NATIONAL OFFICE: 700 North Rush Street, Chicago 11, Illinois

#### Administration

Assistant to the Office Director  
Mary A. Milner

Cora G. Barron, Assistant Editor  
Marian Rolen, Assistant Editor  
Ruth McGlone, Public Relations Assistant  
Alice Troy, Assistant on Projects  
Phyllis Brace, Librarian

#### EXECUTIVE STAFF

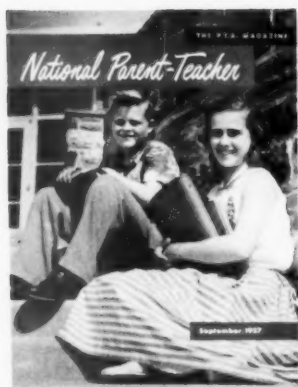
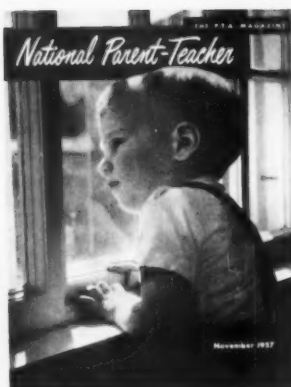
Ruth A. Bottomly, Administrative Assistant and Office Director  
Mary A. Ferre, Managing Editor, Publications  
Eva H. Grant, Editor-in-Chief, Publications  
Eleanor Twiss, Business Manager, Magazine  
Roe M. Wright, Business Manager, National Congress

#### Publications

Senior Assistant Editors  
Mary Elinore Smith  
Vera J. Diekhoff  
Assistant Editors  
Eleanor Miller  
Pauline Rhiner  
Dorothy Welker

Field Staff  
Ellen Dell Bieler  
Dema Kennedy

# One Step Leads to Another



When you subscribed to the *National Parent-Teacher* you took an important step toward the parent-teacher goal of making a better world for children. Each issue you read helps you climb another step. For instance—

- An article in the *National Parent-Teacher* about how to select books for children led to the happiest Christmas ever in one family.
- An article about new ways to look at teen-age dating led to the drawing up of a modern dating code by parents and children in the same block.
- An article about how to protect children against sex molesters led more than one community to take effective action against this menace.

Taken together, your file of *National Parent-Teacher* magazines can be a stairway that will lead to the kind of world we'd like our children to live in.

Keep your stairway rising proudly into the future. Make sure your *National Parent-Teacher* series remains unbroken. When your subscription comes up for renewal (see inside front cover for your expiration date and subscription rate), won't you please give your renewal to your P.T.A. magazine chairman *promptly*—or send it directly to us.

## *National Parent-Teacher*

700 NORTH RUSH STREET • CHICAGO 11, ILLINOIS